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ABSTRACT

The object of this study was to analyze the processes by which individuals enter the occupation of librarianship and are prepared for positions in the field. Attention was directed to the ways in which the educational institutions who prepare these entrants are responding to the challenges which are being presented them by the increasing demands for information in the society and the technological advances in the handling of it. The methods employed in the study included both a mail survey of students and faculty in all the ALA accredited library schools in the U.S.A. and Canada, and visits to a majority of the schools by the investigators. During the visits, interviews and discussions were conducted with both students and faculty members. Both students and faculty expressed the need for changes in current library school programs, but the major ones they desire are of a technological and applied character rather than in the intellectual aspects of the curriculum. Thus, although the needs for reform are recognized, the likelihood of any early changes in either curriculum or organization is not anticipated, and the programs are likely to face increasing competition from those in other parts of the university. (Author/NH)

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Final Report

Project No. 07-1084
Contract No. OEC-1-7-071084-5017

EDUCATION, CAREERS AND PROFESSIONALIZATION IN LIBRARIANSHIP AND INFORMATION SCIENCE

Part of
A Program of Research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in the Library and Information Profession

ED054800

by

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October, 1970

The research reported here was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Bureau of Research

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The study reported here was conducted as part of the Maryland Manpower Research Program. While Dr. White and Mr. Macklin are concerned with such specific issues as educational programs, career patterns, and professionalization as they relate to the preparation of persons for the library field, and with the process of change in librarianship, other studies treat other factors. The overall project was designed to embrace some of the key organizational and behavioral factors relating to manpower need, utilization, and education in library and information services.

The other studies which make up the Maryland Manpower Research Program are being issued as part of this same technical report series. They include the following:

August C. Bolino, SUPPLY AND DEMAND ANALYSIS OF MANPOWER TRENDS IN THE LIBRARY AND INFORMATION FIELD

Mary Lee Bundy and Paul Wasserman, LEADERSHIP FOR CHANGE: The Academic Library Administrator and His Situation; The Public Library Administrator and His Situation; The School Library Supervisor and Her Situation; The Special Library and Information Center Specialist and His Situation

Edwin E. Olson, INTERLIBRARY COOPERATION

Robert Presthus, TECHNOLOGICAL CHANGE AND OCCUPATIONAL RESPONSE: A STUDY OF LIBRARIANS

Stanley J. Segal, PERSONALITY AND ABILITY PATTERNS OF LIBRARY AND INFORMATION SERVICE WORKERS

J. Hart Walters, IMAGE AND STATUS OF THE LIBRARY AND INFORMATION SERVICES FIELD

Paul Wasserman
Mary Lee Bundy
Project Directors

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No research of this scope and duration can be carried out without the assistance of a wide range of persons, both connected with the investigation and in the field under study. The investigators therefore wish to express their appreciation to some of the many people who helped to bring it to completion without mentioning most most of them by name.

Those respondents, both students and faculty who were willing to work their way through a long questionnaire provided the data for the study, and we are indebted to them for this. In addition we were well received in the schools we visited and enjoyed many fruitful hours of discussion in various settings.

Several other persons participated in collecting and analysing the data, of whom the most active were Cecilia Uren, Dick Feldman and Joan Morris.

The project directors, Drs. Paul Wasserman and Mary Lee Bundy were both helpful with their ideas and suggestions and patient with the various problems we encountered during the research.

Lastly, the burden of typing this report has fallen on Beth Chapman and Else Irvine, and their contribution to bringing it to a conclusion is much appreciated.

PREFACE

This report offers some results of an attempt by the investigators to understand more about the processes of change in modern society and particularly the one which occupations undergo as they seek professional status. Librarianship is an especially interesting occupation to study, in this regard, since it is currently responding to the critical challenges of meeting the society's growing demand for information in all areas of activity.

The study has grown, in part, out of earlier researches that the investigators have conducted in other occupational settings, where professionalization and the role of women were important elements. It also reflects a continuing interest in the phenomenon of modernization and a desire to understand better the major institutions in developing societies.

The project directors felt that a more objective evaluation of educational programs in librarianship could be made by investigators from outside the field, provided they had extensive familiarity with professional education in other areas. As it turned out, the investigators discovered many parallels to problems they have encountered in other professional schools.

In designing this study it was realized that a comprehensive analysis of educational programs and occupational socialization cannot be achieved through a questionnaire survey alone, so considerable emphasis was placed on obtaining a personal understanding of the problems and processes involved through visits to schools, professional meetings and so on.

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SUMMARY

The objective of this study was to analyse the processes by which individuals enter the occupation of librarianship and are prepared for positions in the field.

As the study progressed, increasing attention was directed to the ways in which the educational institutions who prepare these entrants are responding to the challenges which are being presented them by the increasing demands for information in the society and the technological advances in the handling of it.

The methods employed in the study included both a mail survey of students and faculty in all the ALA accredited library schools in the U.S.A. and Canada, and visits to a majority of the schools by the investigators. During the visits, interviews and discussions were conducted with both students and faculty members. The responde rate obtained was lower than had been hoped for, particularly as far as the faculty survey was concerned, but we believe that the responses obtained were representative of the two populations under study.

Judging from the cohort of students surveyed, library schools are not highly selective, they continue to enroll a majority of women and their students come from a wide range of social and educational backgrounds. Many entrants select this field relatively late in life, having worked previously in other occupations and they choose it for a variety of reasons, mostly unrelated to any career plans. As the

occupation moves in the direction of increased professionalization, a proportion of the entrants develop a strong professional identity which affects their role performance and career plans. Most students tend to be fairly critical of their experiences in library school and the main benefits they cite from attendance appear to be job related rather than academic in character.

Both students and faculty express the need for changes in current library school programs, but the major ones they desire are of a technological and applied character rather than in the intellectual aspects of the curriculum. Thus, although the needs for reform are recognized, the likelihood of any early changes in either curriculum or organization is not anticipated, and the programs are likely to face increasing competition from those in other parts of the university.

INTRODUCTION

This study focuses on the process of professional socialization as it occurs in graduate schools of librarianship and information science. It examines the kinds of persons who come to library school, their experience while there and their career preferences and expectations as they enter or re-enter the work world. Since the attitudes and values of both students and staff members were expected to influence the professionalization process, these were examined in some detail. Also, as the need for change became increasingly recognized, the orientations of both groups toward change, and their evaluations of the existing programs and activities in the field were closely studied.

The items used in the questionnaires were drawn in many cases from earlier occupational studies, so that the response patternsn of the library students and staff often can be compared with those of other groups. In a number of instances the same questions were asked of both students and faculty in order that their responses might be compared. Since librarianship is a predominantly female occupation, several questions were asked which focus on the resolutions which different respondents have chosen between career and family responsibilities.

In cases where a few of the respondents did not answer a particular question, the percentages reported in the tables are of those who answered, and the "no answer" category is eliminated.

Although a large number of other relationships within the data could have been explored, we have chosen to concentrate on what we consider to be some of the more important divisions in our populations such as those based on demographic factors, strength of professional identity and school affiliation.

Our interpretations of findings from the survey data are often based on what we learned from our visits to the school and our interactions with people in the field, and thus their validity is dependent on our ability as observers.

The responses to a number of questions in our survey instrument, are not included in this report since we did not wish to burden the reader with data which did not appear, on first analysis, to contribute to a further understanding of the questions which this study sought to investigate. Further work on this data may well prove some of our decisions to have been premature.

PART ONE

LIBRARY SCHOOL STUDENTS

One important aspect of the manpower situation in an occupation at any particular point in time is the kinds of persons who are undergoing preparation for entry to that field of endeavour, since they constitute the existing pool of persons from which the future manpower resources will be drawn. As such, they give a good indication as to the probable changing character of that field's labor force. Of course, as in the present case, some of those enrolled in educational programs will already have worked in the field. However, to a considerable degree these students are preparing for different types of positions or higher levels of responsibility than those which they have occupied in the past.

This study examines only one segment of those preparing for librarianship--the students in the forty-five ALA-accredited programs which were in the field at the time our survey was conducted (1969). Nevertheless, since it is expected that these will be the source of the majority of the higher level positions in the occupation in the future, this segment can be viewed as the crucial determinant of the directions in which the field is going.

As has been true from the beginnings of the occupation of librarianship, a high proportion of the entrants to this field continue to be women. Among the 3,516 student respondents in this study, only 16% are male (see Table 1).

Table 1

Sex, Age, and Marital Status of Students

	Per Cent
Men, 30 and under	9
Men, 31 and over	7
Women, unmarried, 25 and under	25
Women, unmarried, over 25	13
Women, married, 30 and under	18
Women, married, over 31	24
Women, divorced, etc.	7

Following from the fact that the occupation is predominantly female and draws a considerable number of its students from the ranks of married women, there is a fairly wide distribution in age in the student bodies of library schools. In fact, many of the present students are entering or re-entering the field after raising a family. Of those surveyed in this research, more than 40% are over 30 years of age (see Table 2, below).

Table 2

AGE

	Per Cent
25 years and under	39
26 - 30 years	19
31 - 40 years	21
over 40	20

Background

The social origins and educational experiences of the students surveyed in this study show them to be predominantly from middle class backgrounds and having fairly average academic preparation for professional study. Geographically, they come from all over the U.S. and Canada with the two largest segments originating from the Northeast and the Midwest, where the largest concentrations of schools are located.

The students in general have not been very mobile as indicated by the fact that the distributions of residence, both by area and size of hometown, have remained virtually identical as between time of birth and time of attendance at high school. In addition, nearly half the respondents are still in the same state where they received both their secondary schooling and their undergraduate education, and two-thirds of them are pursuing their library school program in the same state

as they did their undergraduate training. Their communities of origin, as indicated by size of home town, show a fairly even distribution over the range from rural to urban (see Table 3), and many of them plan to work in the same type of community.

Table 3

Size of Students' Home Towns (at High School Age)

	Per Cent
Rural	14
2,500 - 9,999	14
10,000 - 24,999	13
25,000 - 99,999	17
100,000 - 399,999	14
400,000 - and over	27

When family background is examined, it can be seen that, occupationally, a majority of their fathers are in professional or managerial fields of work, with somewhat over a quarter being in professional positions, (see Table 4).

Table 4

Father's Occupational Type

	Per Cent
Professional	27
Business Owner	9
Managerial	16
Clerical and Sales	13
Skilled	10
Semi-skilled and unskilled	14
Service	4
Farm)owner and labourer)	7

However,it is interesting that more than half of the fathers are in occupations which are generally ranked below that of librarian. In comparison, about a third of their mothers are professional trained, mostly in teaching, but with only two percent from the library field. Regarding their parents' education, they reported that almost half of their fathers have some college education, and that nearly twenty per cent of them have done post-graduate work, with somewhat smaller proportions being the case for their mothers (see Table 5).

Table 5

Parents' Education

	Father	Mother
	(Per Cent)	
Less than High School	19	14
Some High School	10	10
High School Graduate	18	26
Some College	15	17
College Graduate	13	13
Some Post-graduate Study	4	5
Post-graduate Degree	14	6
Non-college training beyond High School	3	6
Other	3	4

If we break down these responses by age and sex, it appears that there is more social mobility involved for males who enter the field than for females since they have come, on the average, from relatively more modest backgrounds than have the females.

The educational preparation of the present cohort of library school students can be judged, in part, by examining the type of undergraduate institutions they attended, the fields that they majored in and their over-all performances. To do this the various institutions attended, as reported

by respondents, were classified by size and type of control (using the A.C.E. handbook) and were rated as to their "selectivity" using the ratings developed by Cass and Birnbaum* which were based on fairly standard measures such as average class rank (in high school) of freshmen, national test results, acceptance rates, etc.

This analysis indicates that close to sixty per cent of the students attended state institutions, over half of these being relatively large-sized ones (see Table 6) and nearly half of the respondents (47%) received their undergraduate education in institutions which are not among any of Cass and Birnbaum's categories of selective schools.

Table 6

Size and Control of Students' Undergraduate Institutions

Size	Control	Per Cent
10,000 or more	State (or Municipal)	33
10,000 or more	Private	5
1,000 - 9,999	State	24
1,000 - 9,999	Private	23
Less than 1,000	State	1
Less than 1,000	Private	12
Teachers' Colleges		2

* Cass, James, and Birnbaum, Max. Comparative Guide to American Colleges (Harper and Row, 1965).

II.

The schools attended do include a very wide range of institutions and just over ten per cent of the respondents came from schools in the top two categories of the ratings, but the overall impression is that library schools, on the whole, are not very selective in their recruitment. This view also receives some support in the undergraduate grades which the respondents reported which indicate that the majority were achieving at the 'B' level. Again it should be noted that about a sixth of the students reported receiving mostly 'A' grades, and a significant minority were Phi Beta's, honours grad's or dean's list at their schools.

Regarding their fields of undergraduate preparation, the large majority are from liberal arts backgrounds, with English and History being the two largest areas of concentration (see Table 7). This is not surprising, since it follows the traditional pattern of preparation

Table 7

Students' Undergraduate Majors

Subject	Per Cent
English	28
History and Government	17
Education	13
Behavioral Sciences	11
Languages (other than English)	10
Physical Sciences and Maths	5
Biological Sciences	2
Other	14
Undefined	5

for those who go into library work. However, there is also a small, but growing, number who are coming from the sciences and this is likely to increase as information science gets more emphasis in the library schools.

Finally, the students' responses on questions of beliefs show them to be fairly representative of the population at large as regards both politics and religion. Half the respondents report attending church at least once a month, with the rest indicating less frequent or no attendance and a little over half of them list themselves as protestants, with substantial minorities affiliated with the other major religious groupings. Politically, nearly two thirds class themselves as liberal or "middle of the road", with the remainder divided about equally between conservatives and progressives.

Occupational Choice

In analysing the process of occupational choice in the library field, a number of factors should be kept in mind which differentiate librarianship from many other occupations. First, it is not a highly visible field of work, like teaching or nursing, and so may not be considered early in an individual's choice-making. Secondly, it has been a predominantly female occupation and, until recently, has not attracted many males as potential recruits. Lastly, and possibly

most importantly, the field is undergoing significant changes, related to the growing importance of information in almost all phases of modern society, and so is likely to attract a different type of person than was the case previously.

In this study, we were interested in when the students chose to enter the library field and why, who influenced their choices and how long they expected to stay in it. It seemed important to find out what proportion of those attending library schools had previous working experience in a library and how many had formerly worked at other jobs. We wanted to know what attracted them to work in librarianship and what aspects they felt they might not enjoy, what other pursuits they considered and how their choices were related to their present life situations.

The first thing which seems fairly clear about this field, as compared to a number of other occupations which have been studied, is that it is a late choice for a substantial number of entrants (see Table 8). Very few report the decision to study librarianship as occurring

Table 8

Age of Decision to Study Librarianship

Age	Per Cent
Under 15	3
15 - 17	5
18 - 20	15
21 - 23	23
24 - 30	24
31 - 40	18
Over 40	12

prior to their being in university, and nearly a third made the decision after the age of 30. It should be noted that the tendency to make an early selection varies by sex, with more women making an early choice than men--probably due to its continuing image as a female occupation.

Only a quarter of the students entered a library school directly from their undergraduate studies, and nearly two thirds had worked in another field of work before attending library school (see Table 9).

Table 9

Work Experience in Other Fields

Field of Work	Per Cent
Teaching - Elementary School	15
Teaching - Secondary School	15
Secretarial - business	14
Other Professional	5
Scientific - technical	5
Journalism - publishing	3
Other	5
None	38

When these previous fields of work are examined, two things are of interest. The first is that the most likely fields for librarians to

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have worked in previously are teaching and secretarial work--both visible occupations--and ones from which a person can learn about librarianship and decide to prepare for it. Secondly, when one compares the respondents by age and sex (see Appendix, Table A-1) the only major differences are that men (particularly the older ones) are more likely to have worked in other professions (besides teaching) whereas the women include a greater number with secretarial experience.

It is interesting, however, to note that a third of the respondents reported working in a library before the age of twenty one and in the interviews it was revealed that a number of present librarians first became attracted to the field when they worked in a library part time as a student. The effect of this may well depend on the type of library a person has worked in and the kind of association they have while there, since the students in this study report much less influence by librarians on their choice to enter the field than do some practitioners who have been surveyed. Whereas only a quarter of our respondents reported the influence of a librarian on their decision to come to library school, half of the academic library administrators surveyed in one of the other studies cited this type of influence.*

If one examines the amount of library experience that the students had had prior to deciding to enter formal study and make a comparison

* Wasserman, P., and Bundy, M. L. The Academic Library Administrator and His Situation

by age and sex (see Appendix, Table A-2) two things are worth noting. First, as one would expect, the younger entrants of both sexes are less likely to have over five years experience in the field than are the others, and the delay of the older entrants (particularly the women) was probably related to family commitments. However, the more interesting point is that the older entrants, both men and women are more likely to report having no library experience prior to their decision to go to library school than are the younger entrants. This may suggest that they were sold on becoming librarians by being clients rather than practitioners.

Unlike some of the established professions, such as medicine, the effect of previous family involvement in the field on entrants' decisions does not appear to be significant. Less than twenty per cent of respondents report having a relative of any kind in the library field, and although the majority indicate that they received fairly positive support from parents for their decision to become a librarian, there has been little indication that parental or other family example or support plays much of a role in their choices.

Another important aspect of occupational choice concerns the degree to which those selecting a field of work identify with it, specifically, and the extent to which they consider other possibilities. The degree of identification which members of an occupation manifest can range from the belief that one is "called" to serve in a particular role, such as the priesthood, through an almost complete indifference to

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what one is working at, to a virtual alienation from one's occupation and a feeling of being trapped in a job with no way of getting out.

In response to a question asking how a career in the library field compared with others for them, only about a fifth of the students surveyed in this study indicated that this was the only career which could really satisfy them. Nearly two thirds viewed librarianship as one of many that they would find equally satisfying, and a small proportion gave less positive replies (see Table 10).

Table 10

Students' Views of Librarianship as a Career

Response	Per Cent
It is the only career that could really satisfy me.	22
It is one of several I could enjoy almost equally.	65
It is a good field to work in, but not my first choice.	10
It will provide me with a living, but I don't expect to find it very satisfying.	3

When these responses are broken down by age, sex and marital status, it is found that, while the patterns are similar for the different demographic groups, the women students are somewhat more likely to rate

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librarianship as the only career for them, possibly due to their more restricted choices (see Appendix, Table A-3).

Looking at the kinds of field the students had considered, in addition to librarianship, by far the most prominent is teaching. This acccunted for more than half the occupations mentioned if you count all levels of teaching from primary school to college. This again, is not surprising since teaching is another "bookish" occupation and, like librarianship, is predominantly female in composition. If one analyses these responses demographically (see Appendix, Table A-4) one again sees fairly similar patterns for the different groups, with the men more likely tc mention established professions like law and medicine or business and higher levels of teaching, and the women concentrating on teaching, with the level unspecified.

When those who had worked in another field were asked their reasons for leaving to enter librarianship, there appeared to be more "pushes" than "pulls" involved (see Table 11). Less than twenty per cent stated that they considered librarianship a more attractive occupation than the field they were working in previously and most of the respondents indicated dissatisfactions with earlier employment, or family reasons such as their husband being transferred or deciding to change jobs, as the motivation for moving into the library field.

Table 11

Students' Reasons for Leaving Previous Line of Work

(for those who had worked in another field)

Reason given	Per Cent
Librarianship more attractive	18
Family reasons	18
"Trials" of teaching	13
Unchallenging work	12
Low pay	12
Job terminated	5
Interpersonal and on-the-job problems	1
Other	21

A further understanding of the choice process in an occupation can be obtained by examining the values which underlie the selection of that occupation by those who enter it. One way of getting at these values is to ask respondents what characteristics an occupation would need to have for them to consider it ideal. It is then presumed that an important factor in their choice is the extent to which particular occupations do or do not meet these ideal requirements.

20.

Looking at the responses of the students in this study to a list of fourteen possible ideal characteristics one notes that the two most highly rated by them are those related to intrinsic job satisfaction: the opportunity to use their particular knowledge and skills; and the opportunity to "really be myself" (see Table 12). On the other hand, they gave very low rating

Table 12

Students' Ratings of Various Requirements for an "Ideal" Job

(%'s)

	Ratings		
	Very Important	Somewhat Important	Not at all Important
Opportunity...			
To work in a complex, non-routine job	41	51	8
To work in an academic atmosphere	27	49	24
For a stable, secure future	15	59	26
For financial rewards	15	70	15
To use my administrative ability	17	51	32
For social status and prestige	4	61	55
To tackle challenging problems	44	52	4
To use my particular knowledge and skills	60	39	1
To combine a career and family life	41	41	18
To be my own boss	15	57	28
To do something creative	43	52	5
To work in a field that is constantly changing	25	60	15
For advancement	21	66	13
To really be myself in it	54	43	3

to extrinsic reward items like money and prestige.

If one compares these responses to those obtained in earlier studies such as the Cornell Values Study and the National Opinion Research Center's study of students' aspirations, the order in which they rate the characteristics is fairly comparable, but the importance they place on creativity is somewhat less than might have been expected and their rating of financial rewards is lower than expected.

The explanation for this, however, can be seen when the ratings are compared across the various demographic groups (see Table 13). This comparison indicates that the replies of the men students are closer to those from other studies and the lower average responses are related to the high proportion of females in this student population.

When one takes into consideration the important changes that are taking place in the library field and the growing opportunities for using administrative skills in the developing information systems of the future, it seems regretable that these two kinds of opportunities are not given a higher rating by the majority of the students. It is interesting, however, that whereas the male students tend to place a significantly higher value on one of these two items (use of administrative abilities), the women are equal or higher on the other challenge (challenge of a changing field). This, then, gives only moderate support to the suggested desirability of recruiting more men <u>per se</u> into the field, and argues rather for attracting persons of either sex who are aware of the challenges facing librarianship at this point in time and are willing to take them on.

22.

Table 13

Characteristics Highly Rated by Students for an "Ideal" Job or Profession by Sex, Age, Marital-Status Groups

(%'s)

	Men 30 and Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Ideal Characteristics								
A. Challenging Work								
complex, non-routine	47	41	42	37	45	38	38	41
challenging problems	54	43	44	40	47	41	42	44
changing field	23	24	26		22	22	29	25
B. Self-expression								
"really be myself"	58	51	62	56	52	46	53	54
"do something creative"	47	49	43	44	41	41	38	43
C. Use of Abilities								
use administrative abilities	26	33	11	19	13	16	14	17
"use my particular knowledge and skills	58	65	56	66	53	63	62	60
D. External Rewards								
advancement	37	28	18	26	16	15	22	21
financial rewards	25	24	13	19	11	11	21	15

Finally, from the responses of the students to a question asking which aspects of their future jobs they expect to enjoy most (see Table 14), it would appear that the "people" aspects of librarianship

Table 14

Students' Views on Job Aspect They Expect to Enjoy

(%'s)

Job Aspect	Expect to enjoy it		
	Very Much	Somewhat	Little or Not at all
Working with congenial fellow employees	72	26	2
Determining which books to order	47	45	8
Helping people with projects	76	21	8
Checking current holdings	6	45	49
Doing scholarly work	43	43	14
Opportunity to carry library service to underprivileged groups	45	39	16
Improving the system in the library	51	42	7
Cataloging books	11	35	54
Establishing or utilizing automated procedures	32	46	22
Opportunity to work with top flight librarians	60	34	6
Preparing bibliographies	26	52	22
Working at the circulation desk	13	41	46
Preparing public displays	24	40	36

are the ones which attract students the most (contact with clients and colleagues), the scholarly aspects second and the routine tasks last. Some of the jobs which have tended, traditionally to be associated with library work--cataloguing and checking library holdings--were the activities which fewest of the respondents expected to like doing.

Perceived Requirements of Field and Related Personal Characteristics

The focus of our attention in this section is on two related factors: (1) Are there any generally agreed upon desiderata with respect to professional librarians? (2) What characteristics do library students see in themselves--in a word, their "self-identity"--and what relation do these bear to the first set of characteristics?

While we did not ask it in any point-blank manner, the foremost quality expected of virtually any librarian would be some sort of well-meaning "interest in people". We found this attitude prevalent in our face-to-face interviews, for instance in relation to why one chose to pursue a career in librarianship. Obviously, there are roles which are highly technical and/or involve virtually no contact with the public. However, even these roles are meaningful only

in support of the overall goal of the library function, namely "public service". A question may arise, in this area, regarding the fundamental motivation expected of those mostly interested in information science. (Our own investigation uncovered too few of these to provide a broad analysis).

The traits our data show as most important for librarians to possess derive from a set of 23 possibilities presented to the respondents. The student could rate each of these, independently, as to its importance as "a desirable quality for a good librarian", as well as indicating which three in the whole set were "most essential". We have used the combined percentages of first, second and third most important of all as the basis for the following assessment.

Table 15

Students' Endorsement of "Top Three" Qualities of Good Librarians in Rank Order

Rank	Characteristic	Per Cent "Top" Endorsement
1	Intelligence	48
2	Organizing Ability	33
3	Problem-solving Ability	23
4	Knowledge of Reference Sources	22

The remainder of the endorsements ranged from 17 to 1 per cent for combined first, second, and third most important.

Clearly, the first three items in the above table are general characteristics, applicable not only to the major roles in librarianship but to virtually any other complex, institutionalized human endeavour. All of these focus really on the decisions that need to be made in the work process of any library role, as each "item"--be it reference question, a book to be catalogued, a request for stack privileges, etc.--must be appropriately categorized in order to be channeled to the next choice point in the procedure. Moreover, the importance of making the procedures, the choices and their associated criteria increasingly explicit and logical is also suggested by these qualities rated as most essential.

Parenthetically, it may be that the scope for para-professionals in the library system will be restricted until there is both a generally greater specification of the decision processes and rules and also a (correlative) change in attitude of librarians as to who is capable of "doing the work".

The importance of "knowledge of reference sources" is not so easy (for an outsider?) to understand. Less than a fifth of the total sample regards Reference as most appealing, so the respondents' specific orientation can scarcely be the factor. We suspect that Reference has a generalized meaning, such that--like any other professional--she or he

could not regard herself (etc.) a qualified member of that professional group except that she knew a lot about the content she was dealing with. Given the almost limitless scope of 'The Library', a librarian handles this problem of "knowing" via reference sources.

Variations in stressing these qualities, according to type of organization the respondent eventually wants to work in, are not expecially marked. Differences by type of organization or institution are significant with respect to intelligence and problem solving ability. For organizing ability and knowledge of reference sources, the differences are not quite as significant.

"Intelligence" is stressed most by academic, special library, and library-school oriented respondents; and least by those oriented toward school and government (State and Federal) libraries. With respect to problem solving, there are only two atypical groups: It is most emphasized by those interested in information center work and least by those favoring school and pre-school libraries. Despite the statistical significance of these differences, they are rather minor ones in our view.

Additional differences by organization or institution the respondent prefers eventually include only the items "dedication" and "knowledge of cataloguing procedures". Again, the differences, although significant do not appear particularly noteworthy.

28.

Continuing this line of inquiry regarding the qualities of a good librarian, we may inquire concerning differences associated with the demographic (sex, age, marital status) characteristics of the respondent. The data indicate no significant differences occur among these groups, for the items "intelligence", "organizing ability" and "problem solving ability". Only with regard to "knowledge of reference sources" are there marked differences. Firstly, the men as a group are less likely to emphasize this characteristic (about 41 per cent regard it as essential). Secondly, younger women, married or unmarried, emphasize it less than older women (49 per cent vs. 61 per cent). These differences appear to us to be consistent with both a (relative) male and younger female rejection of "traditional" library tasks, in favour, e.g., of 'doing something new' or of placing more emphasis on client service and the inter-personal relations involved.

Personal Characteristics

Finally, we may address ourselves to the perceived characteristics of the respondents themselves, and ask whether these fit with the requirements they offer regarding the good librarian. (Whether these latter are "projections" of self-characteristics is not ascertainable through survey methods).

Among the most strongly endorsed items concerned with personal attributes (C6) are the very general ones, "feel I am a person of worth" and "to live and work in a world of ideas" is important.

Merely combining the two positive response categories ("definitely yes" and "usually yes") yields endorsements of 91 and 85 per cent respectively.

The other two items ranked in the top four (by the criterion of size of per cent of positive response) are "enjoy helping others" and "enjoy solving problems". These are directly relatable to librarians' roles, as we have argued, and support the conclusion that library and information science students, as a group, feel they possess the attributes needed to "do the job".

This view is supported further by the top-ranked items on the other question concerning personal qualities. The respondents were asked to 'compare themselves with people in general' and respond with "outstanding", "above average", etc. The combination of these two categories was used, as "outstanding" was very infrequently chosen (see Table 16).

Table 16

Rank Order, and Percentage of "Outstanding" plus "Above Average" Endorsement for Selected Personal Attributes

Rank	Attribute	Per Cent Endorsement
1	General Intelligence	79
2	Take Responsibility	73
3	Organizing Ability	63
4	Ability to Express Ideas	59

Percentages of positive response then grade down from 54 to 28.

For "general intelligence" and "organizing ability" we find no particular differences as a function of sex, age, or marital status. However, sizeable differences do appear with respect to the other two items.

The older men especially feel qualififed to take responsibility (virtually all would have worked full time in some capacity previously), and the young, unmarried women feel the least adept in this regard--21 per cent vs. 12 per cent, respectively, responding with "outstanding". The young men are quite like the other groups. Both the older married women and the divorced etc. women are noticeably low in feeling average or below average in ability to take responsibility.

Both younger and older men feel they have ability to express ideas, better than people in general. Sixteen per cent endorse "outstanding" in this regard.

The women's groups are all around 8 per cent for this category, but both of the unmarried women's groups--younger and older--have relatively high percentages saying they are average or below average in this respect (47 per cent, compared to the overall figure of 40 per cent). It would appear that maleness provides practice as well as a feeling of confidence, but also family functioning (present or past) has provided a degree of that same practice and confidence to the married (and divorced, etc.) women.

Library School Experience

Before analysing the ways in which the students whom we surveyed described their experiences in their library schools, it seem useful to point out how they selected the schools they were attending, how long they had been out of school before commencing their masters degree work and so on. In Part III of this study we will discuss the evaluations which the students made of their experience and their assessment of the curriculum, etc., both in questionnaires and interviews and will make some suggestions regarding changes which might contribute to the improvement of library education on this continent.

In assessing the experiences reported by the students surveyed in this study it is important to remember that the majority are relatively mature students with a number of years of work experience behind them in most cases. If one examines their responses to a question asking about their mode of entry to library school it can be seen that only a quarter came directly to their programmes from undergraduate school, and nearly a fifth were returning to school after raising a family (see Table 17).

A fairly substantial number were continuing to work or look after a family part of the time and attending school part time (over 40 per cent) and nearly half of the respondents were doing a certain amount of work, largely in libraries, while attending school.

Table 17

Students' Preparation for Entry to Library School

Nature of Preparation	Per Cent
Came directly from undergraduate school	25
Worked in a library some time before coming	20
Came from another field of work	26
Returned to school after raising a family	17
Other	12

Unlike most undergraduates, the majority of library school students were dependent on their own or their spouses' incomes to finance their studies at library school (see Table 18). Only twelve

Table 18

Main Source of Financial Support in Library School

Source	Per Cent
Work (full or part time)	31
Savings, or spouse's job	26
Parents	12
Title II-B grant	10
Library School Scholarship	4
Library Scholarship	4
Other Scholarship	9
Loan (e.g., NDEA)	4

33.

per cent cited parents as the prime source of their support and about a quarter of the respondents reported receiving major scholarships or grant support.

Because many of the student are older and have home and family ties, the majority's selection of which school to attend tends to be made on pragmatic grounds. Three quarters of the respondents applied to only one school and more than half of the others applied to only two. When asked the reasons for their selection, over half (52%) indicated convenient location as the main factor involved (near home; where husband located; etc.) and less than a third cited "quality" factors such as reputation of program, accreditation etc. In fact it seemed from the interviews with the students that a majority were looking for a way of supplementing the family income or doing something of interest now that the children are grown etc., rather than preparing for a career in the field.

Among the general impressions gained by the investigators in the course of the study was the relatively negative assessment of their experience in library school by the majority of students, particularly when compared with their experience as undergraduates. Nearly a quarter of those surveyed rated their undergraduate experience as much more satisfying than that in library school and sixty per cent viewed it as at least equally satisfying. This would seem regretable, given that the preparation for their chosen profession should be the high point in their educational life rather than a necessary hurdle to be crossed.

Since one may expect very different kinds of experience in a graduate education-and-setting, compared with undergraduate school, we asked whether their experience in library school was better than they had expected or not. Some thirty four per cent thought it was better, forty per cent said it was about what they expected, and twenty five per cent regarded it as worse. (A scant 5 per cent of these responded with "much worse".) Each of these groups, then, were able to specify the bases of their reaction. The only frequent response in the "negative" group was the feeling of there being a low level of intellectual content, including remarks about "busy work" and "memorization". About half as many, in the positive group, cited intellectual stimulation--which was this group's only frequent comment.

The difference in level of expectation perceived by students as between library schools and undergraduate programs received apparent support from the fact that respondents report generally higher grades in library school than they indicate having received in undergraduate work, but this could be related to an increase in motivation and commitment (although their expressed attitudes don't confirm this).

Next, in order to see how library school programs are perceived in relation to other programs at the graduate level, the respondents were asked to compare library school with others on two dimensions--the degree of intellective challenge present, and the work load. Although these evaluations must be considered somewhat impressionistic since

few of them have directly experienced both, the respondents have interacted with students in these other programs and are likely to have made a certain number of direct comparisons with these programs regarding various aspects. The responses to these questions are, again, rather critical of library schools. The majority rated their library programs as less demanding, intellectually, than most other programs, and only a small number (8%) viewed them as more demanding (see Table 19), even though they considered them equally or more demanding as regards work load.

Table 19

Students' Perceptions of Intellectual and Work Load Demands of Library Schools versus Other Graduate Programs

(%'s)

Demand					
Intellectual			Work Load		
More	Same	Less	More	Same	Less
8	35	57	44	42	14

Generally, on our visits to schools, we encountered expressions of concern regarding: deficiencies in content; a lack of rigorous as opposed to rote thinking; out-dated materials and approaches (or, the

lack of sufficient supplementation of older approaches with newer ones); and of so-called "mickey mouse" courses. Differences of opinion on the part of both faculty and students were found more often in the areas of "how much needs to be changed" and "how soon the changes can be effected" than on questions of what are the basic difficulties facing the whole field of library education. (These problems will be explored in Parts II and III of this Report).

While there are many possible directions to go from these data, the factors we have chosen to concentrate on may be regarded as "institutional" ones. These, in contrast to personality or background attributes, appear to offer more realistic possibilities for bringing about policy changes in the areas cited.*

In our analysis we have chosen to utilize two "institutional" indices. The first is a classification of respondents according to their areas of specialization--both chosen sub-fields and types of organization preferred to work in. The other is an index of "quality" of program based on a combined rating of the schools by the faculty and students surveyed. (It is interesting to note that there was a broad consensus among these two groups on the ratings). This second

* It is also worth noting that a principal components analysis of a major questionnaire item (B20) which included questions about library school staff, school functioning, interrelationships etc., (see Questionnaire in Appendix) revealed only one major dimension present in the data.

index divides the schools into a "top-rated" group of eight* and an "other" group which includes the remaining 37 schools.**

When our two indices are used as controls on the responses to the items which compare library school and other graduate programs, two interesting findings emerge. First, there is relatively little variation as between the different organizational preference sub-groups, except that those who are preparing for work in school libraries are significantly less critical of the comparative intellectual demands of library schools than are the other groups, (see Appendix, Table A-5). On the other hand, when the responses of the students from the "top rated" schools are compared with the rest, they are found to be significantly more critical of the library school programs on intellectual grounds (see Table 20).

* The eight are: U. of California (Berkeley), U. of California (Los Angeles), Case-Western Reserve, Chicago, Columbia, U. of Illinois, U. of Michigan and Rutgers.

** Although it wasn't used in developing the index (except to the extent that it entered into the raters' decisions without its being mentioned) it should be noted that seven of the eight "top rated" schools have doctoral programs and all are in well-known universities. It also should be recognized that some of the "other" programs have been undergoing important changes, recently, and an index developed today might well raise some of them into the "top-rated" category.

Table 20

Students' Perceptions of Intellectual and Work Load Demands of Library Schools Versus Other Graduate Programs by Library School Groups (%'s)

	Intellectually			Work Load		
School Groups	More	Same	Less	More	Same	Less
Top rated	6	23	71	33	46	21
Other	8	38	54	45	41	14

Looking next at the students' replies to questions asking about their associations, sources of learning, etc., one gets a feeling of a somewhat impersonal, career-oriented atmosphere that was confirmed both by our visits and by the respondents' assessments of what their school experience contributed to them. There are a number of factors which probably help to produce this situation, including the variation in ages and life-stages of students, the substantial proportion of part-timers and a number of program attributes.

Two thirds of the respondents stated that few or none of their present circle of friends are librarians or library students, and only a small proportion of them (less than 15%) reported much activity in their student association in cases where one exists. When asked about their

contacts with library school faculty members outside of class, seventy per cent reported little or none. In addition, they rated their own experiences as a more important source of help with future problems in the field than they do faculty or fellow students.

Finally, when they were asked to evaluate which of their experiences in library school were most rewarding, the students suggested that they were benefiting most in the areas of professional and career development and least in the more personal areas of values and social skills (see Table 21). This basically "instrumental" view of library school was also confirmed in our conversations with students at the schools.

Table 21

Students' Evaluations of "Most Valuable or Personally Rewarding Experiences in Library School to Date"

(%'s)

	School Made a Contribution . . .		
	Definitely	Somewhat	Scarcely or Not at all
Professional Development	49	42	9
Classification of career goals	38	40	22
Intellectual stimulation	32	42	26
Personal maturity	24	41	35
Appreciation of ideas	24	40	36
Study habits	23	322	45
Leadership skills	14	42	44
Social skills	11	37	52
Important change in values	9	25	66

Professional Orientations and Educational Objectives

The three aspects of librarianship which are the foci of this study--education, careers and professionalization--are quite closely related in any occupation. The purpose of this section and the next one is to explore the nature of these relationships as they exist in the library field.

When an occupation is involved in the process of professionalization with a view to raising its status in the work-world, one of the first moves that it is likely to make is to attempt to raise the level, and upgrade the quality, of its educational programs, and also to raise the qualifications required for entrance into the occupation. This development has been taking place for some time in the library field, with the movement from apprenticeship programs to undergraduate degree programs to masters degree programs, and now the trend is for an increasing number of schools to plan to join the minority that are offering doctoral-level programs.

Since the motivation of entrants to undertake programs of professional education and then to practice in a "professional" manner are related to their development of a professional "identity"--whereby an important aspect of the person's self is his membership in that particular occupation--one aspect of the respondents' educational experience which we examined in this study is their development of a professional identity.

The indices for identity and identity change were obtained by analysing responses to two questions which asked the students to select and indicate the places on two scales running from "layman" to "librarian" which they felt best represented, first, their present position, and, secondly, their position on entrance to the library school (see student Questionnaire in Appendix). The first index divides the respondents into six groups based on their ratings of their current position on a ten-point scale from zero (complete layman) to ten (full profesional). The other index classifies the respondents into another six groupings based on the amount of change in position on the scale that they report experiencing as between their entry to the school and the time of the survey (toward the end of the regular academic year).

Since the respondents came to their schools with a wide range of experience in the field (from no experience to a number of years in a relatively high level of professional responsibility), there was, understandably, quite a variation in the way that they regarded their positions at entry. Over a third placed themselves at the "layman" end of the scale (from zero to one) whereas a small minority (15%) indicated their position as being more than half way towards full professional identity, and the remainder were in-between.

Almost all the students reported some shift towards a more professional identity between the two points in time asked about--presumably coming about largely as a result of the professional socialization which

they experienced during their school year--and so the distribution of the positions on the scale which the respondents indicated as applicable at the time of the survey finds about a third still below the half way psoition, another third toward the upper end of the scale (eight and above) and the rest somewhere between halfway and the 8-point position. However, there was considerable variation in the amount of shift reported, with some remaining at the low end of the scale at the end of the time interval, and others moving from a relatively low position to a relatively high one.

There are apparently two effects of having worked in a professional-level job on professional identity as revealed by this analysis. In the first place, as one would expect, those with professional-level experience are more likely to indicate a higher position on entry to their schools. In addition, when their self-placement on entry is low, they are more likely to report a major shift during the school year than those without this experience. Also, this relationship occurs in all demographic groups, as can be seen when the composition of the various identity groups by previous experience is set out for the six major demographic groupings (see Table 22). For every demographic group, the proportion of respondents with professional-level experience in the different identity groupings increases dramatically as you move from the low groups to the high ones, and is highest among those who either began fairly high, and ended up even higher, or began low and made a jump to a high position.

Table 22

Graphic Identity Groups According to Highest Level of Library Work by Sex, Age, Marital Status Groups

(%'s)

Work experience by demographic groups	Identity Groups LO-Lo	Lo-Med	Med-Med+	Lo-Hi	Med-Hi	Hi-Hier
Males 30 and under						
Prof'l. level	*	21	28	40	32	64
Non-prof'l level	*	6	-	3	2	4
No experience	*	73	72	57	66	32
Males over 30						
Prof'l. level	*	21	39	66	48	69
Non-prof'l. level	*	6	4	2	6	-
No experience	*	73	57	32	46	31
Unmarried Females 25 and under						
Prof'l. level	5	12	17	17	16	25
Non-prof'l. level	5	2	1	1	6	5
No experience	90	86	82	82	78	70
Unmarried Females Over 25						
Prof'l. level	26	23	36	34	59	74
Non-prof'l. level	4	8	8	5	6	.2
No experience	70	69	56	61	35	24
Married Females 30 and under						
Prof'l. level	10	23	29	30	35	58
Non-prof'l. level	-	3	7	4	3	2
No experience	90	74	64	66	62	40
Married Females Over 30						
Prof'l. level	6	28	38	52	48	79
Non-prof'l. level	8	3	6	7	3	2
No experience	86	69	56	41	49	19

* Numbers too small to calculate meaningful %'s.

The relationship between professional identity and other measures of professional orientation can be seen when the different identity groups are compared on measures of "commitment" to the field and concern with improving the libraryssystem. Since effective professionalization requires persons in the field who have a long term commitment, and are strongly interested in doing what is necessary to upgrade the occupation, one would expect the above relationships to hold.

One of the measures of commitment used in this study was an itme asking respondents how sure they were that they will stay in the library field--with a possibility of five responses from "Very Sure" down to "Not at all sure". When the respondents are divided according to their stated present position on the identity (Laymen-Librarian) scale, and their responses on the commitment measure compared, it can be seen that nearly two thirds of those at the upper end of the scale are highly committed, whereas less than a quarter of those at the low end are, and the other groups fall in between, in a smooth progression (see Table 23).

When we now examine how the various identity groups (according to the degree of identity shift) compare on their responses to a question asking how much they expect to enjoy improving the system in the library (which we believe to be an important indication of their desire to upgrade the occupation generally), a similar pattern emerges. Those in the higher groups are significantly more likely to report a strong interest in system improvement than those in the low groups (see Table 24).

Table 23

How Sure Students are that they will Stay in the Library Field by Present Rating on 'layman-librarian' Scale

(%'s)

	Ratings						
	0 to 3	4 to 5	6±	7±	8±	9±	Total
How sure will stay in field.....							
Very sure	23	33	39	47	54	59	43
Fairly sure	43	41	42	35	35	30	37
Don't know) Not very sure,) or not at all) sure)	34	26	19	18	11	11	20

46.

Table 24

Degree to Which Students Expect to Enjoy "Improving The System in the Library", by Graphic Identity Groups

(%)

	Identity Groups						
	Low-Low	Low-Med	Med-Small	Low-High	Med. Large	High Higher	Total
Expect to enjoy it							
Very much	37	45	50	53	59	63	50
Somewhat	58	47	45	42	35	33	43
Little or Not at all	10	8	5	5	6	4	7

We were interested next, in discovering to what extent the different indices of professional orientation are related to one another for the library students. To do this we examined two other items which one would expect to be associated with a professional orientation as it is generally conceived, the dependence on colleagues as a "reference group" and the dedication to a "service" ideal. Once again the results were highly positive, with those who had indicated a strong interest in improving the library system being more likely to be looking forward to working with top-flight librarians (their presumed reference group) (see Table 25), and also expressing greater concern for providing services to underpriviliged groups than those with less of a "system" interest (see Table 26).

Table 25

How Much Students Expect to Enjoy the "Opportunity to Work with Top-flight Librarian(s), by Expected Enjoyment of 'Improving Library's System'

(%'s)

Degree of Enjoyment Expected in "Work with Top-flight Librarians"	How Much Expect to Enjoy "Improving Library's System"			
	Very Much	Somewhat	Little or Not at All	Total
Very much	68	53	43	60
Somewhat	27	39	48	34
Little or Not at all	5	8	10	6

Table 26

How Much Students Expect to Enjoy "Opportunity to Carry Library Services to Under-privileged Groups", by Degree of 'Improving Library's System'

(%'s)

Degree of Enjoyment in "Carry Services to Underprivileged"	Expect to Enjoy Improving Library's System			
	Very Much	Somewhat	Little or Not at all	Total
Very much	58	45	43	51
Somewhat	37	48	47	43
Little or not at all	5	7	10	6

Since one of the major bases on which an occupation can claim professional status is the assertion that the judgments of its members are based on a substantial body of knowledge--which can only be acquired through a relatively long period of education--one effect of a strong professional orientation is on the possessor's educational objectives. In fact the trend in most professional fields is not only to insist on extensive educational preparation as a requirement for entry, but to place increasing emphasis on the need for periodic updating of the individuals' education to counteract growing obsolence.

When one examines the plans of students in this study to go on for a future degree, there is relatively little effect of a strong professional identity on the decision to proceed beyond the masters level, with around sixty per cent of all identity groups indicating no present plans (see Table 27). This is probably due to the fact that the masters degree has generally been accepted as the highest level of preparation required for most professional positions. However, the effect of professional identity is clearly demonstrated where plans for a doctoral degree in the field is concerned. Consistent with the growing acceptance of the need for more persons with doctoral training at the higher levels (and the associated growth of doctoral degree programs in library schools), those in the higher identity groups who are expecting to work for a future degree are much more likely to be planning a doctoral level program than are the others.

In addition, the situation is complicated, as we will be pointing out in the next section, by the differential career plans of men and women and of different age cohorts. When the educational objectives of the students are compared by demographic groupings (see Table 28) it can be seen that the younger students of both sexes are much more likely to be planning to work for another degree, whereas the older, married women express relatively little interest in obtaining further education. Also, the men are more likely to be planning for doctoral work in the field than are the women, except for the relatively small proportion of the older women who have decided to seek some type of further education.

Table 27

Students' Expectations Regarding a Future Degree (or None), by Graphic Identity Groups

(%'s)

	Identity Group						
	Low-Low	Low-Med	Med-Small	Low-High	Med.Large	High Higher	Total
Expected Future Degree							
None	66	62	60	70	56	59	61
(for remainder)							
Master's - Humanities, Fine Arts	51	52	51	41	41	25	44
Master's - Social Sciences, Ed.	18	17	13	14	14	13	15
Master's - Natural Sciences, Math.	4	6	4	2	3	2	4
Library or I.S. Doctorate	13	13	16	30	26	43	23
Non-Library Doctorate	14	12	16	13	16	17	14

Table 28

Students' Plans to get a Future Degree or Not

by Sex, Age, Marital Status Groups
(%'s)

	Men 30 & under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
No plans	35	57	51	66	63	78	71	61
(For those with plans)								
Yes, in.....								
Masters, Humanities	22	21	44	32	31	15	19	30
Masters, Soc. Sci.	8	4	9	8	5	5	-	7
Masters, Nat. Sci.	2	2	5	1	4	-	2	3
Masters, Fine Arts	2	3	4	3	4	1	7	3
Masters, Educ.	2	1	4	6	7	9	5	5
Masters, other	5	4	4	2	4	1	5	3
Doctorate, Ph.D., or DLS (librarianship or I.S.)	27	34	5	16	14	30	29	18
Ph.D., Ed. D., (non-library)	12	10	4	6	8	10	7	7
Other	20	21	22	26	24	28	26	24

Although a strong professional orientation has many desirable consequences (as has been demonstrated earlier in this section) it would be remiss on our part to conclude this discussion without sounding a note of caution. Too great an emphasis on raising the status of an occupation without sufficient concern for a real upgrading of the services which the occupation is providing to the larger society can lead to a narrow, self-serving approach which seeks increased status largely as a way of increasing the rewards to be obtained. There appear to be those within the field who view the growing demand for information more as a means to improving their own positions, rather than as a challenge to develop really effective information systems for all segments of the society. This topic will be explored further in Part III.

Career Values and Expectations

As with the topic of occupational choice, any analysis of the career values and expectations of library school students should begin with the recognition that librarianship is a primarily female occupation. This fact means that the career plans of the majority of entrants will be affected by the nature of women's roles in our society and the requirement that they make a number of decisions regarding the balance that they wish to aim for between career and family obligations in

their lives. These decisions include: how long to work following the completion of their education; whether to return to work after raising a family; and so on.

When we compare the responses of the different demographic groups of students to a question that asks about the areas of activity from which they expect to derive the greatest degree of satisfaction, a much higher proportion of both the men and the older single women indicate career as the expected primary source of satisfaction in the future than do the rest of the students (see Table 29). A high majority (over eighty per cent) of the married women, on the other hand, cite family relationships as the major source, and these latter constitute between a third and a half of the respondents. Thus any further analysis of their expected career patterns should bear these differences in mind.

It also should be appreciated that an analysis of career plans is most broadly concerned with answering the question "where does the world of work fit into the person's total framework or organization of life's activities?" Is it central to the individual's definition of himself? Is it a "necessary evil?" Beyong this, one wonders what differentiating characteristics of the work environment are seen as more appealing or repelling. The underlying presumptions, in asking all these questions are two: (1) Basically, that a conception of

Table 29

Students' Expectations of Most Satisfying Activity

by Sex, Age, Marital Status Groups
(%'s)

	Men 30 & Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced, etc.	Total
Expected Most Satisfying								
Career or Occupation	34	34	17	35	7	10	20	19
Family Felationships	40	43	66	36	85	81	66	65
leisure Time	12	5	5	8	3	1	1	5
Religious Beliefs	9	10	7	16	3	5	9	7
Community of National Involvement	5	8	5	5	2	3	4	4

"voluntarism" is most appropriate in viewing the upper levels of the American employment structure--where librarianship is found. Voluntarism means, in this context, that the representative individual has both, in fact, and in belief, some important latitude of choice in the emphasis to be given to work, in relation to other areas of competing concern (e.g., contemplation, fun, or family).*

Also, voluntarism assumes that a person is guided by his or her past experiences, training, prior commitments and the like, but is not determined by them, (i.e., the occupational structure is viewed as an "open system"). (2) Secondly, that within the context of voluntarism the individuals motivation, effort, conscienciousness, etc., with respect to his or her work, is strongly affected by the "fit" (the matching or mismatching) between what the person wants from her work and work environment and what is offered by that environment. In this connection, a digression is worth a few lines; it might be argued that this present study should have included an investigation of recent graduates on the job, in order to compare the "real situation" with the perceptions of our student and faculty respondents. Although this, certainly, would have broadened the study reported here, there were other such studies included in this over-all project, and to have tried to select and survey a sample of employed librarians across North America would have been a prodigious task.

* An element of voluntarism has been implied earlier in our discussion of occupational choice in the second section of this Part.

Returning to our data, we asked the students to select, from a series of possibilities, what was their major reason for wanting to work in general. The reason most often given was "wanting to have a career" (35%), with "earning additional income" and "doing something besides housework" both being checked fairly often (see Table 30).

Table 30

Students' Reasons for Wanting to Work

Reason	Per Cent
Want a career	35
Want something besides housework and family raising	26
To earn supplementary income	24
Opportunity to meet people	9
Other	6

When the responses of the men students are removed from the first category (where they naturally congregated) it can be seen that the women students' stated reasons for working are quite varied. When they were questioned further about their preferences with regard to work and family roles, the majority (over sixty per cent) indicated a wish to combine the two in some way, although most of these preferred part-time work to full-time work.

57.

Before going on to analyse the future work roles that the respondents in this study say that they prefer, it should be recalled that they not only vary considerably in their degree of experience in the field (from no experience to a number of years) but the experience which they have had has been at a variety of professional levels and in some cases has only been of a part-time nature. As might be expected, when experience in the library field is compared for the different demographic groups (see Table 31) the older student groups include much larger proportions who report full-time professional experience, and the young single women report the least.

Looking now at the expectations regarding future work held by the respondents, we shall deal with them "chronologically". We first asked the specific type of job that the individual planned to take upon graduation, and these were coded both for institutional setting and type of work. (About thirty per cent gave no answer; we infer that most of these would have no job selected yet, since almost fifty per cent of the full sample choose their first post-graduation job while in library school). Those giving an answer to the question, as far as institution is concerned, put school libraries in first place (30% of choices) and academic libraries next (see Table 32).

In terms of job or work-role, the distribution of those answering favoured working with "special clientele groups" (30%), of which the major ones mentioned were young children and young adults, and they rated bibliography and reference next (see Table 33).

Table 31

Highest Level Reached in Library Work for Those Students With Library Experience *

by Sex, Age, Marital Status Groups
(%'s)

	Men 30 & Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Full-time Professional	35	48	16	43	32	44	49	34
Part-time Professional	3	5	3	5	3	5	4	4
Non-Professional	62	47	81	52	65	51	47	62

* About 20% of the students reported no previous library experience

Table 32

Institutions Selected by Students
for First Job and Preferred Eventually

Type of Institution	First Job (%'s)	Preferred Eventually
School Library	30	15
Academic Library	25	43
Public or Regional Library	22	17
Special Libraries	15	14
Other Type of Library	5	5
Non-library Setting	2	4

Table 33

Work Roles Selected by Students
For First Job and as Most Appealing

	Per Cent	
Role	First Job	Most Appealing
Serving Special Clientele Groups	30	24
Reference, Bibliography	22	18
General Administrative	13	3
Technical Services	12	6
Specialty Collections	7	14
General Public Services	4	8
Automated Services Information Retrieval	1	3
Academic	-	15
Other (including non-library)	11	9

60.

In interpreting these responses, the fact should be kept in mind that the question was not phrased "institutionally" or toward traditional work roles. The respondents answered in these ways "on their own".

When they were then asked what type of institution they would like to work in eventually, and which field of librarianship most appeals to them, some important changes in the ordering occurred. Also, if you look at the institutions and fields preferred by the various demographic groups some important differences can be observed (see Tables 34 and 35).

The institution which nearly half the students indicated that they prefer as an eventual location is the academic library, and this preference was confirmed by our talks with students in the library schools. Although they felt that they might have to wait to get into academic library work, and would be interested in getting experience at other types of institutions, this is the place that a large proportion were interested in ending up. In part, it seems that with the development of "subject specialists" in academic libraries, and the trend towards grating academic status to university librarians, the better students are looking to the library field as one type of academic career.

On the other hand, the institution which significantly fewer indicate as their eventual choice than are entering it immediately is the school library, which many regard as a temporary training ground.

Table 34

Type of Organization or Institution Prefer to Work in Eventually

By Sex, Age, Marital Status Groups
(%'s)

Type of Organization Prefer Eventually	Men 30 & Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Academic	61	60	41	37	42	39	45	43
Public or Regional Library	9	11	21	16	19	18	12	17
School or Pre-school	5	6	10	18	17	23	16	15
Special, e.g. Hospital, Industrial, Fine Arts	11	12	18	17	13	12	14	14
State or Federal Government	2	2	3	2	2	1	2	2
Information Center	2	3	1	1	2	1	6	2
Library School	4	1	1	3	0	2	2	2
Other	6	5	5	6	5	4	3	5

Table 35

Field of Librarianship Most Appealing Now
by Sex, Age, Marital Status Groups
(%'s)

Most Appealing Field of Librarianship	Males 30 & Under	Over 30 Males	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced, etc.	Total
Special Clientele	7	9	21	26	27	34	26	24
Reference, Bibliography	17	17	19	19	13	17	20	18
General Administrative	9	11	2	4	2	2	1	3
Technical Services	12	9	5	6	7	4	3	6
Specialty collections	15	16	18	16	13	10	10	14
General Public Services	8	6	10	6	8	8	5	8
Automated Services, info. retrieval	6	5	2	2	4	3	5	3
Academic	19	17	15	12	16	12	18	15
Other, (including non-library)	7	10	8	9	10	10	12	9

When one looks at the choice of eventual institution by demographic groups, the major difference which stands out is the higher proportion of men who prefer an academic setting as their eventual location, and the relatively larger proportion of women to men in all age groups who favor the school setting.

As far as "fields" of librarianship which are selected as most appleaing, as compared with those which the students plan to enter immediately, the differences parallel those on organizational choice, with the academic field being named by fifteen per cent as most appealing (although it wasn't mentioned as an area of first job), and administrative and technical fields declining from the proportions of first-job choices. The comparison across demographic groups reveals only two important differences; a greater interest in administration by the men, and a much stronger interest in "service to special clientele groups" by the women than by the men. Also, when the students were asked about plans to specialize, the men were more likely to indicate a projected area of specialization than were the women (see Appendix, Table A-7).

Finally, a difference on career expectations between men and women students is revealed in their answers to a question asking what position they would like to reach at the peak of their career. Although two thirds of the students state that they consider that they have a fair or better chance of reaching a top position, and over half regard getting there as at least moderately important to them, there is a significant difference between men and women students in the kind of position to which

they aspire (see Table 36). Whereas nearly half the men hope to reach the top position or at least "a top position", only a quarter of the women have equally high aspirations, and more than half would be satisfied if they did not even reach a second-level position. As far as their expected level of satisfaction is concerned, however, there is very little difference between the sexes, with only a small minority of each demographic group indicating that they expect less than a very satisfying career in the field(see Appendix, Table A-6).

Table 36

Type of Position Desired at Peak of Career

by Age, Sex, Marital Status

(%'s)

Position at Peak	Men 30 & Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Very Top	18	13	3	5	4	5	9	6
Top	28	32	20	20	22	19	13	22
2nd Level	26	21	33	24	30	22	26	27
Lib. School	5	3	2	7	1	3	5	3
Lib. Staff	3	3	7	6	8	6	10	6
1st Pro.	7	5	12	12	10	15	6	11
School lib.	1	2	5	9	5	12	7	7
Other	12	21	18	17	20	18	24	18

PART TWO

LIBRARY SCHOOL FACULTY

In order to evaluate the educational process in library schools, there are three major factors which one must examine; the persons involved in the process (the students), those who are conducting it (the faculty and administation) and the settings where it is occurring (the library schools). Having covered the first of these in Part I, we now proceed to analyse the responses of the faculty and will proceed to examine the schools and their programs in Part III.

The data used in this part comes from two sources: visits to more than two thirds of the ALA accredited schools, including interviews with deans and faculty; questionnaires from two hundred and eighty one faculty members of various ranks who were teachers in these schools. The faculty respondents were fifty seven per cent male and came almost equally from four ranks; full professor; associate professor; assistant professor; and other (including various classes of visiting faculty). Their age distribution was about one third under forty, one third between forty and fifty and one third over fifty. Because the response rate to the questionnaire was not as high as we would have liked, we are less confident about this analysis than we are of that on the student data.

Background and Preparation

Looking first at the social origins of the faculty respondents in this study, it is interesting to see how closely these origins resemble those of the students which were described earlier. The distribution of their fathers' occupations (see Table 37) shows nearly half of them to have been in professional or managerial fields, and the remainder spread over a number of other areas of work (almost the same proportions as was reported by the students).

Table 37

Fathers' Occupation: Faculty

	Per Cent
Professional	26
Managerial	22
Clerical and Sales	12
Craftsmen and Foremen	11
Farmer (owner)	3
Labourer	10
Other	16

When we move to the level of education obtained by their fathers, the similarity to the student responses still holds. About half the fathers did not obtain formal education beyond the high school level, and just over ten per cent went on for a graduate degree (see Table 38).

Table 38

Highest Level of Father's Formal Education

by Sex and Age Groups of Faculty

Total	Men 45 & Under	Men Over 45	Women 45 & Under	Women Over 45	Total
Elementary School	27	39	19	19	27
High School	28	22	22	31	26
Some College	12	12	11	18	14
College Grad	13	8	9	9	9
Some Graduate Work	1	6	8	1	3
Graduate Degree	15	12	14	10	13
Other	4	1	17	12	8

When the responses of men and women are compared, it can be seen that a somewhat larger proportion of the men's fathers left school after the elementary level than did the women's (especially within the older age groups of faculty) but otherwise the distributions are similar.

69.

Moving now to the backgrounds of the faculty prior to taking up their present positions, it is interesting that only about ten per cent report no prior work in a library, and nearly two thirds have had five years or more (see Table 39).

Table 39

Number of Years of Library Work

Prior to Full Time Teaching

Years	Per Cent
0	11
1- 5	26
6-10	19
11-15	21
16 +	23

There is little variation in these percentages in relation to how long the faculty member has been teaching full time. The only difference at all noteworthy is that the proportion of those with no prior library experience is about fourteen per cent among faculty teaching ten years or less as compared to only five per cent for those teaching more than ten years. We infer that this difference is probably due to the fact that a majority of younger, full time teachers have had no prior full time experience in the field.

70.

There is, however, a marked difference in prior library experience (full time) in relation to our groupings of library schools by overall quality (see Table 40).

Table 40

Extent of Full Time Library Work of Faculty

Prior to Teaching by School Quality

Time Period	Per Cent	
	Top Rated Schools	Other
None	20	10
1 - 5 years	39	25
6 - 10 years	13	22
11 - 15 years	15	24
16 ±	13	19

These differences, particularly as regards the proportions of faculty with five or fewer years of experience, suggests that the top rated schools place much less emphasis on duration of experience in their recruiting, and probably have relatively younger staffs than do the other schools.

It is interesting to note, in addition, that almost twenty per cent of the full time faculty worked full time in the field since becoming

a full time faculty member. The main reasons given are (1) to up-date skills and (2) career advancement.

The fields the faculty have worked in (mostly before teaching in library schools) cover a wide array. Thirty three per cent of the sample has had no experience outside the library field. "Teaching" (unspecified) accounts for fifteen per cent, university or college teaching another six per cent, and seven percent from high school teaching. Other wise, business and government accounting for seven per cent, and advertising, writing, etc., for nine per cent are the main ones.

When the educational backgrounds of the faculty respondents is examined, it reveals a wide variety of preparation, with the majority having advanced to the masters' level, and about a quarter having a doctoral degree (see Table 41). However, another twenty per cent

Table 41

Educational Background of Faculty

Education	Per Cent
(1) Library Degree Only:	
Masters	41
Doctorate	13
(2) No Library Degree:	
Subject Masters	4
Subject Ph.D.	5
Other	2
(3) Library and Non-library degrees combined:	
Two Masters' only	18
Masters, plus:	
Subject Doctorate	5
Library Doctorate	8
Other Professional Doctorate	1
(4) Other	3

reported that they were working on a doctoral degree of some kind at the time of our survey.

Making use of an index of specialization (described later), we may look at the type of highest degree earned in relation to various teaching specialty areas (see Table 42), since, for most of the groupings, the

Table 42

Highest Degree Earned by Favorite Specialty in Courses

Specialty	M.L.S.	Subject Masters	Ph.D. (Subject)	Ph.D./DLS (Library)	Other
Reference and Bibliography	41	12	13	22	12
Special Literatures	48	28	12	8	4
Kinds of Libraries	48	13	4	22	13
Technical Services	77	17	-	6	-
Administration	52	24	-	10	14
History of Libraries	33	11	34	22	-
Info. Science, Data Processing Communications	8	23	23	38	8
Research Methods	13	-	25	50	12
Book Selection	17	33	-	33	17
AV, Media Centers	67	-	-	33	-
Other, Library	32	18	18	27	5
No favorite	40	24	9	23	4
Total	42	19	10	21	8

sample sizes are rather small, it is somewhat "chancy" to interpret the table. However, it may be noted that the teaching of Technical Services relies the heaviest on holders of the M.L.S., whereas Information Science and Research Methods involve a relatively high proportion of instructors with doctoral level preparation.

Teaching in the library field appears to be a "late entry" endeavor, as we have noted earlier regarding the students. With respect to when the individual decided to enter teaching in this discipline, one finds that only seven per cent decided before age twenty six and twenty six per cent (cumulative) before age thirty one. The median year of decision for the whole sample, is thirty seven. Quite obviously, then, the age at which most began teaching is relatively late; the median for this however, is the same as the median decision year (age 37). A "catch-up" of first teaching vs. deciding occurs between thirty one and thirty six years of age, overall.

The explanations offered by the respondents as to why they entered the teaching field provide the following information. The reasons most frequently regarded as "most important" (12 and 11 per cent respectively) were "opportunity to combine experience from practice with pedagogical interests", and "offer from school included teaching my subject specialty".

The categories related to improving the field through teaching ("...upgrade field",...try out new ideas", and "...need for better teaching") were not frequently checked. Their combined total for

"most important" was only 16 per cent. Thus, as may well be expected, but not necessarily lauded, we find the decision to teach in the library field to have been more a function of individual career aspirations than growing out of a challenge of "a job needed to be done".

Desirable Qualities of Librarians

Since the educational programs which a school offers might be expected to bear a relationship to the nature of the product (students) which the faculty hopes to turn out, we asked our faculty respondents to indicate what they believed to be the desirable qualities of a good librarian. Their responses to this question are analysed below.

Also, because of the growth of new specialties in the library field such as information science, and the development of programs in these areas outside the traditional library school, it seemed useful in this study to develop a prospective classification of specialties within the schools we were studying and to see if the views (and related educational objectives) of faculty in these specialty groups differed in any significant respects.

Our scheme of classification of specialties was designed to subsume both the traditional divisions within library schools and the newer "systems" approaches being advocated in programs of information science. It focused on three major components of any information

system--the stock of information, the institutions processing this information (libraries and information centers), and the recipients of the information (the users)--and tries to classify specialties in terms of their roles either at the inter-faces between these three elements or in co-ordinating the processes related to them. Among the inter-facing roles are book selection, technical services and references, and the co-ordinating roles include various aspects of administration. For example, technical services are basically concerned with the inter-face between the stock of information and the institution and reference with the inter-face between institution and client.

Our respondents were classified in specialty groups according to their answers to the question "What is your favorite subject specialty in this school?" and the first analysis of these responses led to the following distribution (with per cent of respondents so classified in parentheses): Reference and Bibliography (12), Special Literatures (11), Particular type of libraries (9), Technical Services (8), Administration (7), History of Libraries and Theory of Librarianship (4), Information Science and Systems Analysis (4), Research Methods (4), Book Selection (2), A.V. Centers (1), Data Processing (1), Other (10), No favourite specialty (26).

These finer categories were then combined (on a basis related to the conceptualization above plus some pragmatic overtones), into four basic groups and one residual category as follows:

Group I	Reference and bibliography (and modifed to include History etc., of the library)
Group II	Book selection (and acquisition), Special Literature, Technical Services, and Film, A.V. and Media Centers
Group III	Information Science, Communications Theory, Data Processing (and modified to include Research Methods)
Group IV	Administration, Kinds of Libraries
Group V	Residuals: Other (library) Specialties, No favorite Specialty

Looking first at the qualities of a good librarian that are considered essential by all of the faculty surveyed, there are four which received a high rating (see Table 43) whereas the other possibilities presented were endorsed by less than a third of the faculty members responding.

Table 43

Qualities of a Librarian Rated as Essential by Faculty

Quality	Per Cent
Concern for the client	71
Intelligence	67
Problem solving ability	43
Organizing ability	40
Dedication to librarianship	29
Knowledge of Reference sources	27
Pleasing personality	26

Before examining the differences in the way in which the specialty groupings described above view the ideal librarian, it seems necessary to point out that there was an almost unanimous agreement on the part of all specialties that concern for the need of the client is very important (checked as essential or very desirable), and that a majority of the members of every specialty cited this as "essential" (see Table 44).

Table 44

Importance of Concern for Clients' Need by a Good Librarian by Favorite Specialty

	Rating	
	Essential	Highly Desirable
Reference and bibliography	61	39
Specialized literature	73	27
Kinds of libraries	83	17
Technical services	82	18
Administration	81	19
History of libraries	55	45
Information science systems, data processing, communications	64	36
Research methods	67	33
Book selection	71	29
Film, A.V., media	100	0
Other library	86	14
No favorite	72	28

The two of these highly rated qualities which were differentially assessed by the various specialty groups were "problem solving ability" and "organizing ability". Looking at the first of these the administrators rated it highest, as might be expected (see Table 45) but it was significantly under-rated by those in reference.

Table 45

Importance of "Problem Solving Ability" for a Librarian, by Specialty Groups

Per Cent

	I "Ref"	II "Book Sel."	III "Info. Sci."	IV "Admin."	V Total
Essential	20	43	50	59	44
Highly Desirable	53	51	42	35	46
Some, little, or no importance	27	6	8	6	10

The intuitive meaning of the results of this table, to us, is that there are (perceived to be) differeing degrees to which formulated procedures are present among these different role-constellations. Thus, "the ways to do things and to decide on appropriate actions" is clearest for Reference problems, and so on, with the least clarity coming in the

various administrative roles. This fits with our own, independent, biases to the effect that successful administration is (still) very much an art.

The last high ranking item we shall treat here is "organizing ability". It was endorsed as "essential" by forty per cent of the sample. While it has strong administrative implications, it is not only an administrative component; it can equally well refer to maintaining orderliness in one's work processes--orderliness, not in the sense of neat piles and sharpened pencils, but meaning a rationalized work activity which also fits into an overall, co-ordinated set of activities. At least, this is our interpretation of the following table, concerning variations in per cent "essential" (see Table 46).

Table 46

Importance of "Organizing Ability" for a Librarian by Specialty Groups

	Per Cent				
Rating	I "Ref."	II "Book Sel."	III Info. Sci"	IV "Admin."	V Total
Essential	24	48	29	56	41
Highly Desirable	63	49	67	44	53
Some, little, no import	13	3	4	-	6

80.

The other interesting result of this part of the analysis was to discover those qualities on our list which the faculty regarded as having relatively little importance. Among those so regarded were both assertiveness and respectfulness, high grades in library school and attention to detail.

Occupational Values and Career Expectations

The values expressed by the respondents in the faculty sample regarding their work and its relation to other aspects of their life spaces are the center of our attention in the present section. We begin by determining the importance of work versus other activities, as the faculty view it, and how this varies for the different demographic groups. Then we examine, as we did with the students, the respondents' occupational values as they relate to the selection of a field of work. Finally, we see how the different specialty groups differ in their preferred balance of future career activities.

Because librarianship is often cited as a good type of training to back-stop ones plans for raising a family, we tried to find out whether the compatibility of this field with family life motivated faculty members to select it. To do this we checked their answers to the question "In an ideal job, how important is it to be able to combine

a career and family life?" The four demographic groups differed quite a bit among themselves in the importance they placed on this, and, the per cents of each group which checked "very important" are shown below (see Table 47).

Table 47

Demographic Group	Per Cent
Men, 45 and under	35
Men, over 45	44
Women, 45 and under	47
Women, over 45	27

The older women's responses presumably reflect a higher degree of singleness (especially widowhood) and therefore less salience for them of the career-family combination, whereas more of the younger women see this as a likely combination in the future. Since men, on the other hand, are not expected to place as much weight on the opportunity for combining career and family in selecting an occupation (it being assumed that they will probably have both) the lower proportion among the younger men is not surprising. But what of the older men? Intriguing data relevant to this question are to be found in the valuation, by the respondents, of career versus family in their

lives. Respondents were asked to rank a series of activities according to which they expect to be "most satisfying" in their future lives. When first and second choices on this are tabulated, some interesting contrasts can be seen (see Table 48).

Table 48

Faculty Evaluations of Sources of Lifetime Satisfactions

by Demographic Groups

Per Cent

	Men, 45 & Under	Men, Over 45	Women, 45 & Under	Women Over 45
Career 1st, family 2nd	29	37	21	33
Career 1st, non-family 2nd	13	18	26	25
Family 1st, career 2nd	42	39	29	25
Family 1st, non-career 2nd	4	1	12	6
Other Combinations	12	5	12	11

Again the analysis shows the older women to have the lowest proportion expecting family activities to provide their greatest satisfactions and the largest proportion stressing career. However,

contrary to what we might expect from our knowledge of other occupations, the younger men turn out to be the group which is lowest in asserting the primacy of career (42 per cent make that claim, compared to 47 per cent of the younger women, for instance). A possible explanation here is that library teaching is more likely to attract career-oriented women and family-oriented men.

We turn now to other aspects of the "ideal job or profession", as viewed by our faculty respondents, to see what features are regarded as most important (see Table 49).

Table 49

Level of Endorsement

of Selected Aspects of the Ideal Job

Rank	Item	Per Cent Endorsement
1	Use particular skills and knowledge	67
2	Tackle challenging problems	63
3	Complex, non-routine job	62
4	Do something creative	58
5	Opportunity to really be oneself	57

The second through fifth of these are all clearly expressions of "intrinsic" sources of satisfaction regarding a job or occupation. Further, there are no other items in the list of fourteen which they considered that refer to this dimension. Thus, their importance--according to our criterion of per cent reporting "very important"--is conclusively shown. Even the first item--"use particular skills and knowledge"--is perhaps related to this same dimension. While on the surface it may appear to reflect an instrumental or practical job aspect, it seems equally plausible to assume that a person learns particular skills and knowledge because he hopes to find the kind of work which will employ them, and that he expects to like ("intrinsically") the types of work that require them.

It may also be suggested that a university teaching or teaching-and-research career is one of the careers generally recognized as providing relative freedom to member to "do their own thing". Thus the stress on intrinsic satisfaction for persons who are in this type of work is not surprising.

None of the above items produced marked differences among the groups we have been differentiating--neither age-sex groups nor groups based on favorite specialties.

To assess their degree of commitment to the field, respondents were asked if they would stay in the field if there appeared to be little chance of advancement. The responses to this were then broken down by professorial ranks. Not unexpectedly, full professors were

most certain of staying (given that they have already "made it", in some senses). However, even twenty five per cent of them responded with "don't know" or "not very likely" answers--possibly implying that they have higher aspirations, such as deanships, etc., and that they will go elsewhere if these aren't obtained. The other interesting point brought out by this question is that the ranks of associate and assistant professor, and of instructor and lecturer are all approximately equal (about 47 per cent) in doubting that they would stay in the field, under these conditions. However, when the hypothetical restriction concerning advancement is dropped, the results for "very" plus "fairly" sure they will stay in the library education field change dramatically, and there is now quite a variation by rank (see Table 50)

Table 50

"Fairly" or "Very" Sure will Stay in Library Education by Faculty Rank

Full Professor	Associate Professor	Assistant Professor	Instructor or Lecturer	Visiting Faculty
91	85	67	51	61

Finally, it is interesting to note the variations in desired division of activities in the future by specialty groups, with the particular activities stressed appearing to reflect their teaching interests (see Table 51).

Table 51

Activities Preferred by the Faculty, Five Years from Now

by Current Specialty

	Per Cent Desiring...				
	Teaching	Teaching & Admin.	Teaching & Research	Teaching & Practice	Other
Ref. & Biblio.	21	24	24	18	13
Special Lit.	35	4	14	29	18
Kinds of Libraries	25	21	21	4	29
Technical Services	41	14	9	14	22
Administration	11	47	5	16	21
History of Libs.	30	10	20	10	30
Info. Sci., etc.	8	8	50	-	36
Research Methods	13	13	50	-	24
Book Selection	50	-	17	17	16

Selection Criteria for Faculty

Another aspect of librarianship and library education which seemed important to determine is the characteristics which are thought

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to be desirable in a faculty member teaching in this field. This is also related to extent to which the field is becoming professionalized.

In order to determine which characteristics are perceived as important for persons entering the field and moving up the hierarchy of library and information science teaching, a hypothetical question was posed to each respondent containing a series of potentially important characteristics. It asked, "If you were to leave your position, what sort of person would you want to see take your place?" The assumption here is that those characteristics which you would look for in a successor are the ones that you consider most important for that particular position. The areas referred to included: academic preparation, particular areas of knowledge, special skills, professional memberships and several social dimensions (such as sex, age and extent of community ties). The possible response categories for each item were five, running from "definitely yes" to "definitely no", through a mid-point labelled "wouldn't matter". The faculty sample examined for all the items in this section was confined to those holding regular appointments as professor (full, associate and assistant).

The most highly endorsed items (in terms of being seen as a definite requirements) were "teaching ability" and "general intelligence", and there were only four of the characteristics which were perceived by a majority as being essential (see Table 52), but there was a wide range in the perceived desirability of the other items--from those which a third of the faculty saw as necessary, down to those which three quarters placed in the "wouldn't matter" category.

Table 52

Faculty Rankings and Levels of Endorsement of Selected Characteristics for a Desirable Successor

Rank	Item	Per Cent
1	Teaching ability	77
2	Highly intelligent	62
3	Experience in library	61
4	Graduate of an accredited library school	56

If we now examine which items were highly supported and which were not, and compare the responses from the "top rated" schools with the others, some interesting points emerge.

To begin with, no surprise is engendered by the support given to the first item (teaching ability). This is endorsed in almost every educational situation (even if not always found) and it has been a reiterated demand of students in various surveys. Also it was strongly recommended by both groups of schools in this study.

The second ranked item, "highly intelligent" needs no comment--except that it doesn't get rated as highly as "teaching ability". (Actually, if we take both the definitely yes" and "preferably yes" responses together, the two items are almost equal) in level of support.

"Experience in a library" is virtually tied for second place. Here, however, a marked difference is in evidence, as between our two groups of schools. While almost all faculty regard it as at least "preferable", a strong difference occurs with regard to the perceived necessity for such experiences.

In the top rated schools, thirty five per cent of the faculty checked "definitely yes", whereas sixty seven per cent of the faculty chose this response in the other schools.

The strong desire for a successor to be a graduate of an accredited school is voiced by a little over fifty per cent of the respondents (as measured by "definitely yes" responses) and over seventy five per cent when the "preferably yes" responses are included. Both top rated and the other schools are comparable in their preference on this item.

Other academically relevant items which received strong support (if the proportions checking "definitely yes" and "preferably yes" are included) are shown below (see Table 53).

Table 53

Support by Faculty for Other Requirements of a Successor

Item	Per Cent
Interest in working with faculty in other departments	75
Specially knowledgeable about information science	58
Trained at a different library school	52
Library Ph.D. or D.L.S.	38
Ph.D. in any field	38

90.

On none of these were there any important differences between the two groups of schools.

Finally, with respect to "research ability", it received rank 7 (of the twenty seven items present) in per cent of "definitely yes" responses (33 per cent). There is also a sharp difference between school groups associated with it: 69 per cent in the "top rated" ones check this category, compared with only 40 per cent in the others.

The overall picture we arrive at, then, is the familiar one: teaching is emphasized (except in certain special contexts) but research is not denigrated ; experience, both practical and formal--by way of education in a library or information science program/school--is highly desirable; and the possession of the highest degree is preferred (rather than seen as necessary) by a minority--which is probably a "realistic" appraisal that has been tempered by the relative scarcity of supply.

Lastly, the contributions which cross-disciplinary appointments and programs can make to the development of library science seem to be well recognized. This is shown by the level of interest expressed by our respondents in persons who wish to work with other departments, and in the support given to another item in the questionnaire which asks if Masters' candidates should take courses outside those offered by the library school (which had over eighty per cent in favor).

PART THREE

ORIENTATIONS TOWARD CHANGE

Having analysed the characteristics of a cohort of students about to enter the library field and a cross-section of current library school faculty, we now wish to evaluate the possibilities for change in library education and to suggest some directions that this change might usefully take.

As a way of approaching this we begin by looking at change propensities within the two groups under study--students and faculty--and then examine the ways in which these groups assess the present state of the library field. Following that, we look at the suggestions which our respondents advance for improving library education and the existing library programs, and conclude with some of our own proposals for making library programs more effective.

Attitudes Toward Change

If one expects change to occur in a field, there are several groups to whom one might look to provide the initiative for this change. In the case of library education, the three obvious candidates are the

administration, the faculty (either senior faculty with more power to bring it about, or younger faculty with new ideas), and the students. What are the prospects for each of these groups?

Such evidence as we have been able to put together during this study doesn't lead us to place our faith in the administration. With some notable exceptions, those with whom we talked were more concerned with accommodating to the change that was taking place than charting new courses, and many seemed to be looking back nostagically to "the good old days" rather than tackling the challenges of today. This impression seems to be borne out by other studies in the larger research project, and receives strong support from both groups of our respondents, who overwhelmingly endorsed the statement that "leadership in the library profession is generally conservative".

Turning to the two groups who are the focus of this study, the evidence is, again, not very encouraging. The self-descriptions which both groups gave on items which could be considered change-related revealed relatively small proportions in the highly positive categories, and indicated that the majority class themselves in a middle position (see Tables 54 and 55). This seems regretable, given that the respondents are in a rapidly changing field and could be expected to have opportunities to bring about some important and needed changes themselves.

This relative lack of a change orientation is further brought out in their responses to questions on characteristics of an ideal job

Table 54

Student Self-descriptions on Change-related Items

Originality	Per Cent		Take Risks	Per Cent Unconventional	Seeking New Ways
Outstanding	9	Definitely Yes	21	7	16
Above Average	42	Usually Yes	57	22	43
Average	41	Sometimes	20	45	34
Other	8	Other	2	26	7

Table 55

Faculty Self-descriptions on Change-related Items

	Take Risks	Per Cent Unconventional	Seeking New Ways
Definitely Yes	16	6	39
Usually Yes	25	18	39
Sometimes	28	40	16
Other	31	36	6

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(reported earlier), where characteristics like "opportunity to work in a field that is constantly changing" and "opportunity to do something creative" were not highly endorsed (although they did get stronger support from the faculty than from the students).

Again, when one examines the extent to which the students see themselves as different from currently practicing librarians, there is only one item where a majority see themselves as ahead, and that is in promoting a new image for librarians (and this could be more "public relations" than resolve to make changes). Even when the responses are controlled by strength of professional identity (see Table 56) there is relatively little resolve even in the strong identity groups.

Table 56

Student Comparisons of Self to "Most Librarians" or Change Items by Identity Groups

Per Cent Checking "I am much more likely to..."

	Low Low	Low Med.	Med. Med.	Low High	Med. High	High Higher
Urge changes in the "image" of the librarian	46	49	50	54	56	52
Advocate taking the library to the underprivileged	46	43	43	44	45	39
Advocate use of multi-media materials	32	34	34	40	42	45
Advocate uncensored acquisition policies	33	35	36	39	42	37
Advocate computer applications	27	29	35	35	38	37

Assessments of Need for Change in the Field

Although they do not appear to be particularly change-oriented, both groups recognize the need for changes in librarianship, both in the field and in the educational programs--although they are somewhat reticent in criticizing certain aspects. The majority of faculty feel that the library field is not keeping up to date (see Table 57) and the students are aware of this judgment. They believe that there is a manpower shortage in the field, although they are not agreed as to its nature (see Table 58) and forty per cent of them disagree with the present ALA accreditation procedures (see Table 59).

Table 57

Adequacy of the Library Field's Response to Societal Changes
Students' View of Faculty Opinion, and Faculty's Own Opinions

	Per Cent Supporting	
Alternatives	Faculty	Students' View of Faculty Position
Despite some of the criticisms leveled at it, the field has done a good job of keeping up to date with developments in general	8	16
The field has kept up reasonably well with the changes in some areas, but is behind in certain important aspects	39	29
The field must undergo significant changes in the next decade or two if it is to meet the new demands being placed on it	53	55

Faculty Views of the "Manpower Shortage" in the Field

Table 58

Faculty's Perception of the Nature of the "Manpower Shortage"

Assessment	Per Cent
The shortage is one of quality	17
The shortage is one of quantity	3
The shortage is of both quality and quantity	41
A very different type of librarian is needed	11
There is no real shortage at all, merely poor utilization of personnel	20
Various combinations of the above choices	8

Table 59

Faculty Opinion on Statement that "The Current Standards and Procedures of ALA Accreditation are Satisfactory"

	Per Cent
Strongly agree	5
Agree	55
Disagree	26
Strongly disagree	14

In their expressed attitudes towards librarians and librarianship, they consider the former timid and conservative and the latter lacking in scholarship and research sophistication and pre-occupied with professional advancement. Given the relatively high proportion of both groups who subscribe to these views (see Table 60), and the fact that the majority are in the field and the rest about to enter, this is quite an indictment and readily supports our belief that the field is ripe for change.

Table 60

Selected Attitudes Toward Librarianship and Librarians

by Students and Faculty

Per Cent "Agree" and "Strongly Agree"

	Faculty	Students
Much of what passes for scholarship in librarianship is superficial and trivial	74	63
Librarians in general seem to be unsophisticated about the nature of scientific investigation	82	51
The preoccupation with professionalism in the library field is largely a waste of time	31	34
Leadership in the library profession is generally conservative	80	77
Librarians are far too timid and passive	63	49

Evaluations of Existing Programs

A considerable portion of both questionnaires was devoted to questions which asked the respondent to evaluate the educational programs in the field, in general, and to propose changes in the policies and curricula of their own school. While there is a substantial range of opinion on most of the topics covered, there is considerable criticism expressed, and a fair amount of agreement on certain items although not on others.

On topics like the amount of student-faculty contact there are, not surprisingly, some important differences between the faculty and student responses, with the majority of faculty regarding the situation as satisfactory and the students viewing it as inadequate. Interstingly both students and faculty groups break about 50-50 on the desirability of student participation in policy decisions and a majority of the faculty believe that the students are encouraged to be independent in spite of the fact that only a minority of students report any active part in their students associations.

Neither faculty nor students believe that either increased enrolments in the accredited schools nor accreditation of more schools would be likely to improve the field, with a majority of the students and almost all the faculty dissenting from this view (see Table 61). This provides support for our impression that there is already too great a proliferation of schools and that many are trying to process too large a student body with the faculty resources at their disposal.

Table 61

Selected Attitudes Relating to

Library and Information Science Programs

by Students and Faculty

	Per Cent Indicating "Would Improve the Field"	
	Students	Faculty
Increase in the enrolment of accredited schools	46	22
Accreditation of a greater number of library schools	41	10

In their responses to questions regarding the MCS degree program, the students and faculty were agreed on the need for greater specialization and more opportunities for students to select their own courses, but a minority of both groups favoured extending the time to two years (see Table 62). There was considerable support for adding a field work component by the students, but neither group favoured the inclusion of a major research project.

Table 62

Suggestions Regarding the M.L.S. Degree

by Students and Faculty

(%'s)

	Students	Faculty
For the 1 year M.L.S. (or M.S.I.S.) the curriculum should be...		
essentially the same for all students	6	6
allow for a few electives	35	43
allow for a great deal of specialization, according to different students' interests	54	41
Other	5	10
the M.L.S. should be a 2 year degree, including opportunity for (more) specialization and depth	36	44
the M.L.S. should include some months of work in the field	74	(not asked)
the M.L.S. should include a major research project	28	35

When it came to assessing particular components of the curriculum, again there was agreement between faculty and students on certain items (more work on computers) and disagreement on others. (Nearly a third of the students indicated a wish for fewer assignments whereas the majority of the faculty favoured an increase) (see Table 63).

Table 63

Selected Appraisals of Curriculum Aspects

by Students and Faculty

	Per Cent Checking...			
	Students		Faculty	
Curricular aspect	More	Less	More	Less
Papers and reports	6	27	59	1
Reference, bibliography	23	6	6	30
Skills in use of computers	58	3	73	1
Computer application in libraries	60	2	26	6
History of libraries	8	26	5	58
Non-book, multi-media	62	1	12	17
Information services	54	2	50	3
Job-related techniques	52	5	(Not asked)	
Intellectual history	28	12	11	55
Library management	45	3	17	39
Class discussion	33	5	83	1
Library systems	30	3	27	23
Information science	43	2	(Not asked)	
Recent professional literature	28	6	(Not asked)	
Behavioral science	49	5	12	39
Human relations re library management	46	3	52	9
Textbooks	10	19	57	2
Service to disadvantaged	55	3	69	4
Administration theory	24	8	14	41
Research methods	35	5	2	59
Abstracting and indexing	38	3	25	20
Systems analysis	41	3	57	8

Suggested Improvement

On the basis of both our analysis of the questionnaire responses and our observations while at the schools, the following suggestions are made for possible improvement in professional education in the library field.*

1. In order to take better advantage of the faculty resources available in the field and to combat proliferation, there should be greater specialization of schools and some form of rationalized grading of responsibilities between them. This is not a proposal for restrictions on enrolment but a plea for greater mobility between programs based on interests and competence.

2. Although it is important to keep up with the technological developments in the field this should not be done at the expense of upgrading the academic content of the programs.

3. It would seem that much of the material now taught in university programs could be better given the student on the job if a more effective integration between the teaching programs and the work place could be effected. This also would leave more room for academic content without increasing the length of the programs.

* Many of these would also apply to other areas of professional education.

4. Library schools should resist the temptation to increase their exclusiveness and isolation from the rest of the university because of the increased demand for their graduates. We observed some effective joint programs being developed between library schools and other parts of the university and believe that these should be encouraged.
5. Until library schools develop a more effective relationship with all sectors of the community instead of concentrating on providing resources to existing elite groups, they will never develop their full potential as a major service agency.
6. Because we live in a rapidly changing society, programs with a high proportion of didactic material should give way to an emphasis on participation, problem-solving and system sensitivity so that those coming out of these programs will be able to provide leadership in adaptive-type organizations.
7. Finally, it seems desirable to counter the tendency toward rather narrow parochial concerns of many professional schools with a greater interest in comparative studies and a penchant for developing an international point of view.

CONCLUSIONS

The two major areas of investigation in this study were the characteristics of entrants to the field of librarianship and the nature of the educational programs that these entrants are enrolled in while attending one of the ALA accredited schools. The analysis presented in the course of this report has enable us to reach certain tentative conclusions concerning the inflow to the field and the quality of the professional education which recruits receive, and it is hoped that these findings will contribute to improving the future manpower situation in this occupation.

The general conclusion reached on the basis of our findings is that the concern expressed by many people in the field regarding both the intake to the occupation of librarianship, and the quality of the programs being provided is highly justified, and steps should be taken as early as possible to remedy the situation. In saying this, we are aware of many of the innovations which have been introduced in particular programs, both in the areas of recruitment and of curriculum, but these are too often isolated examples and therefore are not contributing significantly to an over-all upgrading of professional education. Our basic impression is one of institutions struggling to adapt to new technologies and new challenges, and being hampered in this effort by too many vested interests and traditional ways of doing things.

While the number of schools and programs continue to proliferate, the more capable faculty and the more promising students tend to be spread thinly over the full range of schools. Most programs appear to be attracting a high proportion of students with mediocre backgrounds and relatively low commitment, who are more interested in obtaining a meal ticket than in developing themselves to meet the challenge of providing a crucial service to the society.

In too many cases the school atmosphere and the courses students receive only serve to reinforce their beliefs that they are training for fairly routine jobs in highly bureaucratized institutions. The apparent excitement generated in a few imaginative research, information retrieval, outreach and systems analysis courses merely highlights the lack of it in most others. If the reports of the students and faculty whom we surveyed are valid, most faculty have overly heaving teaching loads which make a high level of student-teacher interaction unlikely, and give them too little time for either research or updating themselves in the field. While this situation appears to be widely recognized, there is little indication that effective solutions to it are being developed. In cases where doctoral programs are being offered, this often results in a down-grading of the masters program and its students, rather than an enrichment.

Although the new opportunities in the whole field of information processing and dissemination have encouraged efforts to raise the professional status of librarianship--some of which have been

successful--there seems to be a great deal of competition between different groups for leadership in the field which is inhibiting progress, and may make it easier for non-library groups to dominate the information field. In addition there appears to be a danger of over-professionalization in terms of an exclusivism which can prevent effective collaboration with other parts of the university and of the community. The need is for strengthening the relationships that librarianship has with both the basic disciplines which underlie its educational programs and the institutions in the community which can make its practice more relevant to society's needs.

A Methodological Note

The research plan developed for this project consisted of three major parts. The first of these included: a set of visits to a majority of the ALA accredited library schools and one or two of the newer information science schools--to talk informally with many faculty and students; attendance at meetings concerned with library education; visits to the education department of ALA, etc. This procedure involved one or both of the two authors in most cases, plus two assistants, in varying combinations. The realized purpose of these visits was to get a feeling for issues, viewpoints, and their interrelatedness and of settings and reactions to programs. We would plead that, though these visits produced a somewhat unsystematized set of impressions, plus collection of materials, it proved extremely valuable in the later interpretation of our formal data.

The formal data used in our analyses was developed from two sources; a student survey, commenced in the Spring of 1969 (preceded by a pilot study the previous year); and a faculty survey initiated in early Fall, 1969. Both these surveys were conducted by means of fairly lengthy questionnaires.

The questionnaires to the students were sent to all the accredited schools in the United States and Canada, in care of a designated administrative staff member (or to the Dean). We asked the schools to distribute a questionnaire to each full time or part time

Masters' degree candidate enrolled in that Spring session. Each copy was accompanied by an explanatory letter and a "Return Mail Guaranteed" envelope, so that the student completing the questionnaire could be sure of an nymity by putting the finished questionnaire in the mail herself.

The sampling design was established to cover all of the Masters' degree candidates in all of the accredited schools, but a certain proportion were missed because of early closing of terms, packages of questionnaires delayed at the border, students who lived a considerable distance from the school and attended classes irregularly, not being at the place of distribution, and other similar difficulties.

The major reason behind the decision to survey the complete cohort of students was the many unknown parameters of the population we were studying. In at least a few instances, lists of enrollees were not readily available, so that a sampling of students could not have been affected. Beyond that, the diversity of the schools, their locales, the student bodies, the parent institutions and the like precluded any strong faith that a subsample would be representative. Indeed, given that we finally obtained a less than sixty per cent return from this student population, we were glad that we "over-sampled". Another consideration, beyond the advantages of its size, speaks in favor of our "100%" plan. It is that no compensating weighting schemes have had to be applied to "correct" for deficiencies in parametric representation. (We assume some of you know the woes of these, e.g., in terms of "the appropriate bases for per cents" and

for reliable interrelationship analyses, etc.)

Two follow-ups were used in the student survey (one formal, and later, an informal one), to elicit a greater response. These raised our totals from the original return of less than forty per cent to a final one of close to sixty per cent of those who received the questionnaire. The proportion returned varied greatly between schools, from a high of over eighty per cent down to less than fifty, because of the fact that some of the schools were able to place them in individual mail boxes (for example) and others had to rely on some form of mass distribution.

The faculty survey was designed as another "100%" sample, conducted by direct mail-and-return, with the names being taken from the contemporary faculty listings in the Journal of Education for Librarianship. The estimated total faculty population was in the area of 800-850, depending on how many faculty additions and deletions occurred between the date of the returns used for the listing and the one on which our questionnaires were distributed. This figure included instructors, lecturers, and visiting professors (of all ranks) as well as the basic complement of faculty members (both single and joint appointments) whether their main locus was within or without the library school.

Here, especially, we believe that the long questionnaire--detailed so we could learn as much as possible--was detrimental to a high rate of return. (Library faculty, we think, are not overly pressed for time,

but are also the recipients of a variety of questionnaires of different kinds). The response rate finally achieved, by way of a follow-up reminder to Deans and some phone calls, was still only about 33 per cent of the estimated total, but it is difficult to assess the accuracy of the original list, the numbers who were away from the school, those who were missed in the distributions, etc.

The standard ranks of full professor, associate, and assistant are approximately equally represented in our sample, with lesser numbers of the visiting professors, lecturers, instructors, etc. Mainly die to unknown but should-be-expected biases in who returned or did not return a questionnaire, compounded by the comparatively small numbers available in interrelationship analyses, we are less than certain our faculty "findings" are reliable. Furthermore, the complexity of the issues, as seen by faculty, make it harder to rely on our informal "understandings". However, we have avoided creating miniscule "interesting" sub groups in our analyses for just this reason, and believe that our generalization from this data will stand up.

Our conclusions have mentioned a point or two on "what we would do if we had to do it over again", but we would like to acknowledge the considerable help which we received in distributing our questionnaire (particularly in certain schools), and are very grateful for this. Also we were very graciously received on our visits to the schools, and appreciate the time and assistance given us during those times by all members. |||

Table A-I

Fields Worked In, Full Time, by Sex-Age-Marital Status Groups

For Those Students With Previous Non-Library Work Experience

(%'s)

	Men 30 & Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Non-Library Field Worked in, Full time								
Teaching --Elementary School	20	15	30	33	32	25	23	26
Teaching --Secondary School	32	32	27	28	27	20	23	25
Secretarial - business: --Secretarial	6	3	22	21	21	28	28	21
--Business	8	11	4	3	3	3	5	5
Other Professional	14	25	8	7	6	8	8	10
Scientific-technical	12	9	7	5	6	11	8	8
Journalism, etc.	8	5	2	3	5	5	5	5
Percent of each Demographic Group with no non-library experience	46	7	78	12	48	19	23	38

Table A-2

Library Experience of Students Prior to Decision to Study Librarianship

By Sex, Age, and Marital Status
(%'s)

	Men 30 & Under	Men Over 30	Unmarried Women 25 & under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Worked 10± years before decision	4	14	3	12	6	22	20	11
Worked 6-9 years before decision	11	4	8	9	12	4	3	8
Worked 4-5 years before decision	13	4	14	7	12	7	5	10
Worked 1-3 years before decision	23	12	22	11	19	10	10	16
Decision at some time as work begun	21	20	16	19	21	12	18	17
Decision before working	12	18	18	21	13	18	17	17
No Library experience	16	28	19	21	17	27	26	21

Table A-3

Students View of Library Career Compared with Other Careers,

By Sex-Age-Marital Status Groups

(%'s)

	Men 30 & Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Library Career compared to others.....								
Only one	19	12	23	21	25	25	57	23
One of several equals	68	70	60	65	64	68	59	65
Good, but not first choice	13	18	17	14	11	7	14	12

Table A-4

Other Fields of Work Considered by Students

by Sex, Age, Marital Status Groups

(%'s)

Other Fields Considered	Men 30 & Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced, etc.	Total
Law, medicine	5	5	4	2	2	1	3	3
University or college teaching	14	10	6	5	4	2	6	6
Sciences	6	7	3	4	5	5	5	5
Business	10	12	4	4	4	4	5	5
High School teaching	9	8	12	4	9	4	7	8
"Service" occupations	6	11	7	12	8	16	13	10
Publishing, etc.	3	5	7	6	5	4	3	5
Professional-technical fields	0	0	2	4	2	3	2	2
Elementary school teaching	1	2	5	6	7	7	2	5
Teaching place unspecified	3	31	39	43	43	46	46	40
Clerical	3	2	3	6	3	3	6	4
"Scholarly" pursuits	13	7	8	4	7	5	2	7
Housewife	0	0	0	0	1	0	0	0

Table A-5

Perceived Intellectual and Work Demands of Library School, Compared with Other Graduate Programs, According To Organizational Setting Preferred

Organization Preferred	Intellectually			Work Load		
	More	Same	Less	More	Same	Less
Academic	7	32	61	44	41	15
Special Library	5	32	63	43	42	15
Government Library	6	24	70	40	48	12
School Library	12	50	38	53	39	8
Public or Regional	5	38	57	38	47	15
Library School	14	35	51	48	42	10
Information Center	10	36	54	39	48	13
Other	4	34	62	42	40	18

Table A-6

How Satisfying Expect Library Work To Be
by Sex, Age, Marital Status Groups
(%'s)

How satisfying expect library work to be...	Men 30 & Under	Men Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Extremely satisfying	25	24	17	20	23	32	25	23
Very satisfying	51	50	52	55	56	54	55	54
Moderately) Not very) satisfying Not at all)	24	26	31	25	21	14	20	23

Table A- 7

Area of Expected Specialization (or none)

by Sex, Age, Marital Status Groups

(%'s)

	Males 30 & Under	Males Over 30	Unmarried Women 25 & Under	Unmarried Women Over 25	Married Women 30 & Under	Married Women Over 30	Women Divorced etc.	Total
Plans to Specialize								
I. None	43	46	58	61	64	71	64	61
II. Specialty Selected								
Social Sciences, History, American or English Lit.	25	16	27	23	15	16	15	21
Sciences, Math	13	9	7	8	7	10	8	9
Fine Arts	6	5	11	7	12	7	13	9
Medicine	3	6	8	8	6	5	2	6
Audio-Visual etc,	4	4	1	2	5	5	6	3
Foreign Literature or Languages, law, rare books	9	10	10	6	11	2	12	8
Other	40	50	36	46	44	55	44	44

LIBRARY MANPOWER STUDY:
Education, Careers, and Professional [illegible]

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N- 11547

Student Questionnaire - 1969

A. First, we'd like to ask you some questions about yourself and your experience in library school.

1. At what age did you definitely decide to become a librarian? ___ years old

2. When you were making your decision, what other fields did you consider?

_____

3. Have you worked full time in any other field? ( ) 1. yes ( ) 2. no

(If yes) what field and what position (e.g., elementary school teacher, secretary in an advertising firm)

_____

4. Why did you decide to leave this field? _____

_____

5. Which of the following best describe your mode of entry to library school?

( ) 1. I came here directly from undergraduate school.
( ) 2. I spent some time working in the library field before coming here.
( ) 3. I decided to apply to library school after working in another field.
( ) 4. I decided to return to work after spending some time raising a family and chose the library field.
( ) 5. Other (please specify) _____

6. To how many graduate library schools did you apply for admission? _____

7. (a) What school are you now attending? _____ _____

(b) Why did you select the school you are attending? _____

_____

8. How long have you been attending this school? _____ months.

When do you hope to graduate? _____ (year) With what degree? _____

9. Are you attending school full time? ( ) 1. yes ( ) 2. no

(If part-time) how many courses are you taking? _____

10. Was there anyone who influenced your decision to come to library school?

( ) 1. yes (If yes) who? _____
( ) 2. no

11. Have you already worked in a library in any capacity? ( ) 1. yes ( ) 2. no

(If yes) at what age did you first work in a library? _____ years.

(If yes) what is the highest level position you have worked in? _____

_____

12. Are any of your relatives in the library field? ( ) 1. yes ( ) 2. no

(If yes) how are they related to you? _____

13. Are you working while attending school? ( ) 1. yes ( ) 2. no

(If yes) what type of work are you doing? _____

_____

14. Approximately what proportion of your present circle of friends would you say are librarians or library school students?

( ) 1. All of them
( ) 2. A large proportion
( ) 3. About half of them
( ) 4. Few of them
( ) 5. None of them

15. What degree of backing for going to library school and becoming a librarian have you had from:

	High	Medium	Low
Your father	( )	( )	( )
Your mother	( )	( )	( )
Your spouse	( )	( )	( )
Close friends	( )	( )	( )

16. What other factors influenced your decision to become a librarian? (e.g., work in a library, reading about librarianship, using a library) _____

_____

17. When you entered library school were you committed to taking a position in a specific institution when you graduate? ( ) 1. yes ( ) 2. no

18. How well prepared do you feel for your first position following graduation?

( ) 1. Inadequately prepared } Why? _____
( ) 2. Not very well prepared } _____
( ) 3. Adequately prepared
( ) 4. Fairly well prepared
( ) 5. Very well prepared

19. From your reading, name three people in the library and information science field who have had the most influence on your ideas about what librarianship should be.

1. _____

2. _____

3. _____

20. In your opinion, what are the three best ALA accredited library schools?

1. _____

2. _____

3. _____

21. How much personal contact have you had during the past year with faculty members in the library school, outside the classroom?

( ) 1. A great deal
( ) 2. A fair amount
( ) 3. Only a little
( ) 4. None at all

22. People differ in their ideas as to how well the library field in general is keeping up with developments elsewhere in the society.

Which of the following statements do you think best characterizes the opinion of the faculty of this school concerning the present state of the library field?

( ) 1. The field has kept up reasonably well with the changes in some areas, but is behind in certain important respects.

( ) 2. The field must undergo significant changes in the next decade or two if it is to meet the new demands being placed on it.

( ) 3. Despite some of the criticisms leveled at it, the field has done a good job of keeping up to date with developments in general.

23. How much do you feel you have learned from the following sources that will help you in dealing with the problems you will meet as a practicing librarian?

	A great deal	A fair Amount	Only a Little	Practically Nothing
The library school faculty	( )	( )	( )	( )
Other students	( )	( )	( )	( )
Librarians in the field	( )	( )	( )	( )
Reading you have done	( )	( )	( )	( )
Your own experience	( )	( )	( )	( )

24. Does your school have a library student association? ( ) 1. yes ( ) 2. no

(If yes) how active are you in this association?

( ) 1. Have held office in it
( ) 2. Active participant
( ) 3. Attend sometimes
( ) 4. Generally inactive

25. At library school is there anyone in your group of close associates to whom this group as a whole consistently looks for advice and opinions?

( ) 1. I am not part of a close group
( ) 2. No one in particular
( ) 3. Yes, myself
( ) 4. Yes, someone else. Is this person active in School affairs?
5. ( ) yes ( ) no

26. How well do you think you are doing in library school in comparison with your classmates?

( ) 1. Very well
( ) 2. Above average
( ) 3. Average
( ) 4. Below average

27. Approximately how interesting have you found your work in library school this term?

( ) 1. Very interesting
( ) 2. Fairly interesting
( ) 3. Some parts interesting, some not
( ) 4. Fairly dull
( ) 5. Very dull

28. How do you compare library school with most programs at the graduate school level with regard to the demand it places on students, both as regards the intellectual challenges it offers and the amount of work required? (Please put a check in each column.)

Library school is:	Intellectually	Work load
More demanding than most programs	( )	( )
About the same as others	( )	( )
Less demanding than most	( )	( )

29. Overall, how satisfying has library school been in comparison to your undergraduate experience?

( ) 1. Library school much more satisfying
( ) 2. Library school somewhat more satisfying
( ) 3. About the same
( ) 4. Undergraduate school somewhat more satisfying
( ) 5. Undergraduate school much more satisfying

30. Check which is closest to your own view:

Changes in libraries, both institutions and practices, should be made

( ) 1. when they have been extensively tried out elsewhere and found successful.
( ) 2. only if the personnel will not be hurt by the changes.
( ) 3. as soon as it is evident the changes will help.
( ) 4. somebody needs to try out new things, so let's be among the first.

31. Has your experience in library school been better or worse than you expected?

( ) 1. much better
( ) 2. somewhat better
( ) 3. about what I expected
( )) 4. somewhat worse
( ) 5. much worse

In what ways? _____
_____
_____
_____

Do you tend to consider yourself at this point in time as a layman, as a librarian, or as part way between a layman and a librarian?

32. Using the scale below, indicate where you think of yourself now by drawing a line through the scale at the place which best represents where you feel you are now.

33. Now indicate on this next scale the position which best represents where you were when you entered library school.

34. Please check the column which best expresses your opinion with regard to the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) Much of what passes for scholarship in librarianship is superficial & trivial	( )	( )	( )	( )	( )
(b) Librarians in general seem to be unsophisticated about the nature of scientific investigation	( )	( )	( )	( )	( )
(c) Library school graduates have too little knowledge of books and literature generally.	( )	( )	( )	( )	( )
(d) Library schools stress academic librarianship too much and slight school and public librarianship.	( )	( )	( )	( )	( )
(e) The preoccupation with professionalism in the library field is largely a waste of time.	( )	( )	( )	( )	( )
(f) Library schools do not select their students with sufficient care.	( )	( )	( )	( )	( )

34.) cont'd

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(g) This school should deliberately provide the students with a voice in almost all policy questions	( )	( )	( )	( )	( )
(h) This school does not permit enough course-taking outside the school, i.e. in other departments, centers, programs, and other schools of the university	( )	( )	( )	( )	( )
(i) The M.L.S. should be a 2 year degree, including opportunity for (more) specialization and depth.	( )	( )	( )	( )	( )
(j) The M.L.S. should include some months of work in the field.	( )	( )	( )	( )	( )
(k) The M.L.S. should include a major research project	( )	( )	( )	( )	( )
(l) The M.L.S. curriculum should be shortened, or more "meat" added to it, to be a worthwhile educational experience.	( )	( )	( )	( )	( )

35. For the 1 year M.L.S., should the curriculum....

( ) 1. be almost the same for all librarians

( ) 2. allow for a few electives

( ) 3. allow for much specialization, i.e., as if there were different library "majors".

( ) 4. other (explain)_____

_____

36. Which of the following aspects of your school curriculum do you believe should be changed (i.e. need more or less emphasis) and which are satisfactory as they are at present?

		Needs more emphasis	About right	Needs less emphasis
(a)	Papers and reports	( )	( )	( )
(b)	Reference-bibliography	( )	( )	( )
(c)	Skills in use of computers	( )	( )	( )
(d)	Computer application in libraries	( )	( )	( )
(e)	History of libraries	( )	( )	( )
(f)	Non-book, multi-media approaches to communication	( )	( )	( )
(g)	Information services to agencies, organizations, firms, etc.	( )	( )	( )
(h)	Job-related techniques and skills	( )	( )	( )
(i)	Intellectual history	( )	( )	( )
(j)	Library management (current problems)	( )	( )	( )
(k)	Class discussion	( )	( )	( )
(l)	Library systems	( )	( )	( )
(m)	Information science	( )	( )	( )
(n)	Technical services	( )	( )	( )
(o)	Recent professional literature (articles, etc.)	( )	( )	( )
(p)	behavioral science aspects of communication	( )	( )	( )
(q)	practical approach to cataloging	( )	( )	( )
(r)	human relations, re library management	( )	( )	( )
(s)	Textbooks	( )	( )	( )
(t)	Service to disadvantaged groups	( )	( )	( )
(u)	Theoretical basis of librarianship	( )	( )	( )
(v)	Mathematics, statistics	( )	( )	( )
(w)	Administrative theory	( )	( )	( )
(x)	Research methods	( )	( )	( )
(y)	Abstracting and indexing	( )	( )	( )
(z)	Systems analysis	( )	( )	( )
(aa)	Children's Literature	( )	( )	( )

37. Consider all your experiences at this library school that you regard as having been the most valuable or personally rewarding thus far. What aspects have they contributed to, and how much?

		Definitely	Somewhat	Scarcely or Not at all
(a)	Leadership skills	( )	( )	( )
(b)	Study habits	( )	( )	( )
(c)	Intellectual stimulation	( )	( )	( )
(d)	Professional development	( )	( )	( )
(e)	Personal maturity	( )	( )	( )
(f)	Social skills	( )	( )	( )
(g)	An important change in values	( )	( )	( )
(h)	An appreciation of ideas	( )	( )	( )
(i)	A clarification of my career goals	( )	( )	( )
(j)	None of the above, just my personal gratification	( )	( )	( )

38. What do you think the ideal undergraduate experience should provide? (Rank the following 6 alternatives, 1 = most important, etc.)

What do you think your undergraduate experience actually provided? (Check one, or rank 1, 2, ...6.)

		Ideal	Actual
(a)	Provide vocational training; develop skills and techniques	( )	( )
(b)	Develop one's ability to get along with different kinds of people	( )	( )
(c)	Provide a basic general education and appreciation of ideas	( )	( )
(d)	Develop one's knowledge of and interest in community and world problems	( )	( )
(e)	Help develop one's moral capacities, ethical standards, and values.	( )	( )
(f)	Prepare one for a happy marriage and family life.	( )	( )
(g)	Other (please specify)_____		

_____

_____

B. Now we would like to ask you some questions about your attitudes towards the library field.

1. What three things or activities in your life do you expect to give you the most satisfaction? Please write (1) in the space preceding the single one which is most important, (2) for the next most important, and so on.

Please rank only three

( ) your career or occupation
( ) family relationships
( ) leisure time recreational activities
( ) religious beliefs
( ) participation as a citizen in the affairs of your community
( ) participation in activities directed toward national or international betterment

2. How does a career in the library field compare with others that you know of? (Please check one)

( ) It is the only career that could really satisfy me.
( ) It is one of several I could enjoy almost equally.
( ) It is a good field to work in, but not my first choice.
( ) It will provide me with a living, but I don't expect to find it very satisfying.

3. What do you believe to be the three most important purposes which libraries should be serving?

1. _____
2. _____
3. _____

4. What do you believe to be the three most important new developments in the library field? /9

1. _____

2. _____

3. _____

5. How do you think your attitudes compare with most librarians who are now working in the field?

	I am much more likely to	I am somewhat more likely to	About the same	Less likely to....
(a) Advocate use of multi-media materials	( )	( )	( )	( )
(b) Advocate uncensored acquisition policies	( )	( )	( )	( )
(c) Advocate computer applications	( )	( )	( )	( )
(d) Advocate taking the library to the underprivileged	( )	( )	( )	( )
(e) Keep up with the current professional literature	( )	( )	( )	( )
(f) Urge changes in the 'image' of the librarian	( )	( )	( )	( )
(g) Advocate clearer distinctions between professionals and subprofessionals	( )	( )	( )	( )
(h) Keep my eye open for better kinds of positions	( )	( )	( )	( )
(i) Advocate open circulation of all kinds of books	( )	( )	( )	( )

6. Do you expect strong differences of opinion on some of these above matters (Q5), on your upcoming job?

( ) 1. no, I chose a job where differences of opinion will be minimal.
( ) 2. no, I'm really quite adaptable.
( ) 3. yes, but I'll have to see what can be accomplished.
( ) 4. yes, and there'll be a lot of discussion.

7. How important would the following factors be as requirements for a job or profession you would consider to be ideal? (If you check more than one in the very important column, please circle the one most important.)

	Very Important	Somewhat Important	Not at all Important
(a) Opportunity to work in a complex, non-routine job	( )	( )	( )
(b) Opportunity to work in an academic atmosphere	( )	( )	( )
(c) Opportunity for a stable, secure future	( )	( )	( )
(d) Opportunity for financial rewards	( )	( )	( )
(e) Opportunity to use my administrative ability	( )	( )	( )
(f) Opportunity for social status and prestige	( )	( )	( )
(g) Opportunity to tackle challenging problems	( )	( )	( )
(h) Opportunity to use my particular knowledge and skills	( )	( )	( )
(i) Opportunity to combine a career and family life	( )	( )	( )
(j) Opportunity to be my own boss	( )	( )	( )
(k) Opportunity to do something creative	( )	( )	( )
(l) Opportunity to work in a field that is constantly changing	( )	( )	( )
(m) Opportunities for advancement	( )	( )	( )
(n) Opportunity to really be myself in it	( )	( )	( )

8. As you see things now, how much will the following features of librarianship bother you?

	Dislike Very Much	Dislike Slightly	Doesn't Bother Me
Routine work	( )	( )	( )
Red tape, bureaucratic procedures	( )	( )	( )
Salary levels	( )	( )	( )
Predominance of females	( )	( )	( )
Low public image of librarians	( )	( )	( )
Resistance to change within the field	( )	( )	( )

9. Which aspects of your future jobs do you expect to enjoy the most? (Please indicate by checking the appropriate column for each item.)

	Expect to enjoy it....		
	Very Much	Somewhat	Little or not at all
Working with cogenial fellow employees	( )	( )	( )
Determining which books to order	( )	( )	( )
Helping people with projects	( )	( )	( )
Checking current holdings	( )	( )	( )
Doing scholarly work	( )	( )	( )
Opportunity to carry library services to underpriveleged groups	( )	( )	( )
Improving the system in the library	( )	( )	( )
Cataloging books	( )	( )	( )
Establishing or utilizing automated procedures	( )	( )	( )
Opportunity to work with top flight librarian(s)	( )	( )	( )
Preparing bibliographies	( )	( )	( )
Working at the circulation desk	( )	( )	( )
Preparing public displays	( )	( )	( )
Other_____ (please specify)	( )	( )	( )

10. Should every adult have access to all books in a public library?

( ) 1. Definitely yes
( ) 2. It depends on the book(s)
( ) 3. It depends on the person in relation to the book
( ) 4. Definitely not
( ) 5. Other (please specify)_____

11. There's quite a market demand for books and magazines on violence and sex. Should a public library purchase "the better ones" for its clientele?

( ) 1. Definitely yes
( ) 2. Depends (On what?)_____
( ) 3. Definitely not

12. If you were in charge of circulation in a public library, and some complaints were received about the library's providing "certain books", would you:

( ) 1. Advocate maintaining their circulation
( ) 2. Advocate withdrawing them from open circulation
( ) 3. Advocate a public debate, if necessary, to maintain the library's integrity.
( ) 4. Depends on the books (please explain)_____
( ) 5. Other

13. Please check the extent to which you agree or disagree with the following statements about library issues and the society in general.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) In general, most people can be trusted.	( )	( )	( )	( )	( )
(b) Leadership in the library profession is generally conservative.	( )	( )	( )	( )	( )
(c) There really isn't much that one person can do to change the world.	( )	( )	( )	( )	( )
(d) In general, if you don't watch yourself people will take advantage of you.	( )	( )	( )	( )	( )
(e) Librarians are far too timid and passive	( )	( )	( )	( )	( )
(f) The government which governs least, governs best.	( )	( )	( )	( )	( )
(g) The library profession needs to attract more men if it is really going to move ahead.	( )	( )	( )	( )	( )
(h) The average worker in a library prefers to avoid responsibility, has little ambition and wants security above all.	( )	( )	( )	( )	( )

14. Do you think that a large number of routine activities

( ) 1. are an inevitable part of any professional librarian's work
( ) 2. could be delegated to subprofessionals
( ) 3. can be done through automated systems
( ) 4. other (please specify)_____

_____

15. Are you associated with the national associations in the library field in any way?

( ) 1. Yes In what way?_____
( ) 2. No

16. How do you view the idea of unionization in this field?

( ) 1. support it
( ) 2. need more information
( ) 3. oppose it

17. If the following suggestions were implemented do you think the library field would be improved?

	would improve field	might improve field but too hard to implement	no effect	detrimental to field
(a) State administered program of compulsory certification for positions requiring professional training	( )	( )	( )	( )
(b) Consolidation of library systems into systems serving 100,000 or more or with expenditures of $500,000 or more.	( )	( )	( )	( )
(c) Development of a program of voluntary certification for all professional positions which allows library school graduates automatic certification.	( )	( )	( )	( )
(d) Accreditation of a greater number of library schools.	( )	( )	( )	( )
(e) Increase in the enrollments of accredited schools.	( )	( )	( )	( )

18. For each of the following, please check the column which best describes your present feelings with regard to your future career in the library field.

	Very	Fairly	Don't know	Not very	Not at all
(a) How apt would you be to stay in the field even if there was little opportunity for advancement?	( )	( )	( )	( )	( )
(b) How often do you think you might like some other work better than librarianship?	( )	( )	( )	( )	( )
(c) Compared to other possible fields of work, how satisfying is work in librarianship?	( )	( )	( )	( )	( )
(d) How sure do you feel that you will stay in the library field?	( )	( )	( )	( )	( )

19. Below are listed some of the personal qualities which have been suggested as desirable for someone to become a good librarian. Please indicate your own opinion of the importance of <u>each</u> of these qualities by checking the appropriate column.

		Essential	Highly desirable	Some importance	Little or no importance
(a)	Organizing ability	( )	( )	( )	( )
(b)	Originality	( )	( )	( )	( )
(c)	Leadership ability	( )	( )	( )	( )
(d)	Intelligence	( )	( )	( )	( )
(e)	Knowledge or references sources	( )	( )	( )	( )
(f)	Good team worker	( )	( )	( )	( )
(g)	Attention to detail	( )	( )	( )	( )
(h)	High grades in library school	( )	( )	( )	( )
(i)	Good appearance	( )	( )	( )	( )
(j)	Respectful	( )	( )	( )	( )
(k)	Retentive memory	( )	( )	( )	( )
(l)	Dedication to librarianship	( )	( )	( )	( )
(m)	Follows instruction easily	( )	( )	( )	( )
(n)	Knowledge of current affairs	( )	( )	( )	( )
(o)	Willing to take risks	( )	( )	( )	( )
(p)	Problem solving ability	( )	( )	( )	( )
(q)	Knowledge of cataloging procedures	( )	( )	( )	( )
(r)	Strong liberal arts background	( )	( )	( )	( )
(s)	Strong assertive character	( )	( )	( )	( )
(t)	Pleasing personality	( )	( )	( )	( )
(u)	Knowledge of current literature	( )	( )	( )	( )
(v)	Administrative ability	( )	( )	( )	( )
(w)	Skills in mathematics or logical thinking	( )	( )	( )	( )

Now, go back over this list, please, and number the <u>3</u> most important.
(Use 1 = most important, 2 = 2nd most important, 3 = 3rd most important)

20. Now we'd like to ask you how you think the general public ranks the importance of certain occupations. We are arbitrarily giving the <u>high school teacher</u> a ranking of 100. If you think that the general public rates some other occupation twice as important, rate it at 200; half as important = 50; $1\frac{1}{2}$ times as important = 150; and so on. If you think that the general public would feel that two or more occupations are equally important, give them the same number.

Social worker	____	Congressman	____
Lawyer	____	Pharmacist	____
Corporation executive	____	Physician	____
Librarian	____	Nurse	____
High School teacher	100	University professor	____
Engineer	____	Salesman	____
Retail store manager	____	Private secretary	____
Computer programmer	____	Musician	____
Elementary school teacher	____	Information science specialist	____
Museum curator	____		

21. Please check for each statement the answer that in your opinion best describes your current library school.

	Definitely Yes	Usually Yes	Some-times	Usually No	Definitely No
(a) Generally, the faculty are deeply interested in their subject specialities.	( )	( )	( )	( )	( )
(b) Students commonly share their problems.	( )	( )	( )	( )	( )
(c) The faculty, in general, are good examples of the principles and values they teach.	( )	( )	( )	( )	( )
(d) Many of the professors are actively engaged in research.	( )	( )	( )	( )	( )
(e) The key to good grades is to be a grind.	( )	( )	( )	( )	( )
(f) We learn some skills (and how to pass the courses) but not much about the bases for judgment needed in good library practice.	( )	( )	( )	( )	( )
(g) Class discussions are typically vigorous and intense.	( )	( )	( )	( )	( )
(h) A lot of students will do something even when they know they will be criticised for it	( )	( )	( )	( )	( )
(i) There are too many important things about this school and the way it runs that I don't know about.	( )	( )	( )	( )	( )
(j) Education for leadership is strongly emphasized.	( )	( )	( )	( )	( )
(k) Good, up-to-date reading materials are a rarity	( )	( )	( )	( )	( )
(l) There are courses which involve field trips to slum areas, welfare agencies, or similar contacts with underprivileged people.	( )	( )	( )	( )	( )
(m) The values most stressed here are open-mindedness and objectivity.	( )	( )	( )	( )	( )

21. cont'd Please check for each statement the answer that in your opinion best describes your current library school.

	Definitely Yes	Usually Yes	Some-times	Usually No	Definitely No
(n) Students have a lot of group spirit.	( )	( )	( )	( )	( )
(o) There's no synthesis of library education; it's all just bits and pieces.	( )	( )	( )	( )	( )
(p) Students here are encouraged to be independent and individualistic.	( )	( )	( )	( )	( )
(q) Some of the professors react to questions in class as if the students were criticising them personally.	( )	( )	( )	( )	( )
(r) A strong sense of responsibility about one's role in contemporary social and political life is stressed in many courses.	( )	( )	( )	( )	( )
(s) Somehow it works out that the Dean gives us enough of the right kind of attention.	( )	( )	( )	( )	( )
(t) The faculty are out of touch with the needs of modern society.	( )	( )	( )	( )	( )
(u) Getting the best program of courses for the degree is difficult in spite of the advice you get from faculty and students.	( )	( )	( )	( )	( )
(v) Students set high standards of achievement for themselves	( )	( )	( )	( )	( )
(w) Anyone who knows the right people in the faculty or administration can get a better break here.	( )	( )	( )	( )	( )
(x) The professors go out of their way to help you.	( )	( )	( )	( )	( )
(y) There's a lot of pseudo "theory" put into our courses	( )	( )	( )	( )	( )
(z) Faculty members put a lot of energy and enthusiasm into their teaching.	( )	( )	( )	( )	( )

C. And now some questions about yourself.

1. In comparison to librarians in general, how would you rate yourself on the following characteristics? (Please check the appropriate column in each case.)

	Superior	Above Average	Average	Below Average
(a) Administrative ability	( )	( )	( )	( )
(b) Knowledge of classical literature	( )	( )	( )	( )
(c) Knowledge of electronic data processing	( )	( )	( )	( )
(d) Knowledge of cataloging procedures	( )	( )	( )	( )
(e) Knowledge of current affairs	( )	( )	( )	( )
(f) Reading knowledge of foreign language	( )	( )	( )	( )
(g) Knowledge of classics in English literature	( )	( )	( )	( )
(h) Knowledge of humanities	( )	( )	( )	( )
(i) Knowledge of reference sources	( )	( )	( )	( )
(j) Ability to administer reference department or special collection	( )	( )	( )	( )

2. Listed below are a number of statements concerning personal attitudes or traits. Read each item and decide whether the statement is TRUE or FALSE as it pertains to you personally.

True	False		
( )	( )	1.	I never hesitate to go out of my way to help someone in trouble.
( )	( )	2.	I have on occasion had doubts about my ability to succeed in life.
( )	( )	3.	When I don't know something, I don't at all mind admitting it.
( )	( )	4.	I tend to get irked when people express ideas very different from my own.

3. Miss T is contemplating marriage to Mr. M, a man whom she has known for a little more than a year. Recently, however, a number of arguments have occurred between them, suggesting some sharp differences of opinion in the way each views certain matters. Indeed, they decide to seek professional advice from a marriage counselor as to whether it would be wise for them to marry. On the basis of these meetings with a marriage counselor, they realize that a happy marriage, while possible, would not be assured.

Imagine that you are advising Miss T and Mr. M. Listed below are several probabilities or odds that their marriage would prove to be a happy and successful one. Please check the lowest probability that you would consider acceptable for Miss T and Mr. M to get married.

( ) Place a check here if you think Miss T and Mr. M should not marry, no matter what the probabilities.

( ) Chances should be 9 in 10 the marriage would be happy & successful.
( ) Chances should be 7 in 10 the marriage would be happy & successful.
( ) Chances should be 5 in 10 the marriage would be happy & successful.
( ) Chances should be 3 in 10 the marriage would be happy & successful.
( ) Chances should be 1 in 10 the marriage would be happy & successful.

4. Mr. F is currently a college senior who is very eager to pursue graduate study in chemistry leading to the Doctor of Philosophy degree. He has been accepted by both University X and University Y. University X has a world-wide reputation for excellence in chemistry. While a degree from University X would signify outstanding training in this field, the standards are so very rigorous that only a fraction of the degree candidates actually receive the degree. University Y, on the other hand, has much less of a reputation in chemistry, but almost everyone admitted is awarded the Doctor of Philosophy degree, though the degree has much less prestige than the corresponding degree from University X.

Imagine that you are advising Mr. F. Listed below are several probabilities or odds that Mr. F would be awarded a degree at University X, the one with the greater prestige. Please check the lowest probability that you would consider acceptable to make it worthwhile for Mr. F to enroll in University X rather than University Y.

( ) Place a check here if you think Mr. F should not enroll in University X, no matter what the probabilities.

( ) Chances should be 9 in 10 Mr. F would receive a degree from Univ. X.
( ) Chances should be 7 in 10 Mr. F would receive a degree from Univ. X.
( ) Chances should be 5 in 10 Mr. F would receive a degree from Univ. X.
( ) Chances should be 3 in 10 Mr. F would receive a degree from Univ. X.
( ) Chances should be 1 in 10 Mr. F would receive a degree from Univ. X.

5. In comparison to people in general, how would you rate yourself on the following characteristics?

	Outstanding	Above Average	Average	Below Average
Ability to express ideas	( )	( )	( )	( )
Making friends easily	( )	( )	( )	( )
Leadership	( )	( )	( )	( )
Good appearance & grooming	( )	( )	( )	( )
Originality and creativity	( )	( )	( )	( )
Self-confidence	( )	( )	( )	( )
Paying attention to details	( )	( )	( )	( )
General intelligence	( )	( )	( )	( )
Determination to get ahead	( )	( )	( )	( )
Taking responsibility	( )	( )	( )	( )
Making decisions readily	( )	( )	( )	( )
Patience	( )	( )	( )	( )
Organizing ability	( )	( )	( )	( )
Respect for authority	( )	( )	( )	( )
Aggressiveness	( )	( )	( )	( )

6. Please indicate your answers to each of the following questions by checking the appropriate column:

	Definitely Yes	Usually Yes	Some-times	Usually No	Definitely No
(a) Are you the sort of person who enjoys helping others?	( )	( )	( )	( )	( )
(b) Are you the sort of person who enjoys solving difficult problems?	( )	( )	( )	( )	( )
(c) Do you diligently live up to rules and regulations?	( )	( )	( )	( )	( )
(d) I am quite sensitive to criticism	( )	( )	( )	( )	( )
(e) Are you the sort of person who enjoys a good argument?	( )	( )	( )	( )	( )
(f) Do you like to have things planned well in advance?	( )	( )	( )	( )	( )
(g) Are you the sort of person who dislikes routine?	( )	( )	( )	( )	( )
(h) Are you the sort of person who generally insists on your own views?	( )	( )	( )	( )	( )
(i) Are you willing to take risks if there is a promise of good results?	( )	( )	( )	( )	( )

	Definitely Yes	Usually Yes	Some-times	Usually No	Definitely No
(j) Do you like to be considered unconventional?	( )	( )	( )	( )	( )
(k) Are you interested in using scientific thinking and scientific skills?	( )	( )	( )	( )	( )
(l) I wish I could have more respect for myself.	( )	( )	( )	( )	( )
(m) Are you the kind of person who is happiest working with others?	( )	( )	( )	( )	( )
(n) I feel that I am a person of worth, at least on an equal plane with others.	( )	( )	( )	( )	( )
(o) Are you always looking for new ways to do things?	( )	( )	( )	( )	( )
(p) Is it important to you to avoid situations where you would be under pressure?	( )	( )	( )	( )	( )
(q) Is it important to you to live and work in a world of ideas?	( )	( )	( )	( )	( )

D. Here are some questions on work in general and your future plans.

1. Which best expresses your reasons for wanting to work in general?

( ) 1. You want to do something besides housework and raising a family.
( ) 2. You need to support yourself financially or supplement your family's income.
( ) 3. You want to have a career.
( ) 4. You view work as a way of meeting people.

2. Would you prefer

( ) 1. Not to work while raising a family
( ) 2. To work full-time while raising a family
( ) 3. To work part-time while raising a family
( ) 4. To remain single

3. What specific type of job do you plan to take immediately after you graduate from library school?_____

_____

4. When did you decide that this was the type of job you wanted after graduation from library school? /21

( ) 1. Before graduating from college
( ) 2. Between college and entrance into library school
( ) 3. While in library school
( ) 4. Have not decided on a job yet

5. Which field of librarianship most appeals to you at this time? _____

_____

(a) Are you planning to specialize in a specific subject?

( ) 1. yes (If yes) in what subject?_____
( ) 2. no

6. What kind of occupation would you prefer five years from now?

( ) 1. Library work only
( ) 2. Combine library work with another specialty
( ) 3. Move from library work to another specialty

7. What type of position do you hope to reach at the peak of your career? (If there is more than one type of position you aspire to, please list them and indicate your preference.)

_____

_____

_____

8. What type of organization or institution would you like to work in eventually?

_____

_____

9. In terms of your personal goals, how satisfying do you expect library work to be?

( ) 1. Extremely satisfying
( ) 2. Very satisfying
( ) 3. Moderately satisfying
( ) 4. Not very satisfying
( ) 5. Not satisfying at all

10. What do you think your chances are of rising to the top of your profession?

( ) 1. Good chance of going to the top
( ) 2. Fair chance of going to the top
( ) 3. Not very likely will get to a top level position

11. How important is it to you to get to the top of your profession?

( ) 1. Extremely important
( ) 2. Very important
( ) 3. Moderately important
( ) 4. Not very important
( ) 5. Doesn't matter at all

/22

E. Finally, we would like to ask you some questions about your background.

1. What is your present age? _____years

2. Are you ( ) 1. male ( ) 2. female

3. What is your marital status?

( ) 1. Single
( ) 2. Married
( ) 3. Widowed, divorced, or separated

4. How many children do you have?

____under six years of age
____over six years of age

5. In what state or province were you born?_____
(Country, if not U.S., or Canada)

6. In what state or province did you attend high school? (if not same as birthplace)_____

7. What was the approximate population of the place where you were born (parents' residence), and what was the approximate size of the place where you spent most of your high school years?

	At birth	High school age
Rural or less than 2500	( ) 1.	( ) 1.
2500-10,000	( ) 2.	( ) 2.
10,000-25,000	( ) 3.	( ) 3.
25,000-100,000	( ) 4.	( ) 4.
100,000-400,000 (or suburb of a city this size)	( ) 5.	( ) 5.
Over 400,000 (or suburb of a city this size)	( ) 6.	( ) 6.

8. Please indicate the level of education obtained by your parents.

	Father	Mother
Less than high school	( ) 1.	( ) 1.
Some high school	( ) 2.	( ) 2.
High school graduate	( ) 3.	( ) 3.
Some college	( ) 4.	( ) 4.
College graduate	( ) 5.	( ) 5.
Some post-graduate study	( ) 6.	( ) 6.
Post-graduate degree	( ) 7.	( ) 7.
Non-college training beyond high school	( ) 8.	( ) 8.
Other (please specify)_____	( ) 9.	( ) 9.

9. What is (if retired or deceased, what was) your father's occupation?

_____

10. Is your mother professionally trained? ( ) 1. yes ( ) 2. no

(If yes) in what field? _____

(If yes) how many years has she worked in this field? _____years

11. For how many years did your mother work--

	Number of years	Type Work	Part-time or Full-time
(a) before marriage	_____	_____	_____
(b) between marriage and birth of first child	_____	_____	_____
(c) while raising family	_____	_____	_____
(d) after children left home	_____	_____	_____

12. Describe your higher educational experience (i.e., after high school graduation)

Institution	Major	Degree	Year
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

13. Were your grades in undergraduate school:

( ) 1. Mostly A's
( ) 2. Half A's, half B's
( ) 3. Mostly B's
( ) 4. Half B's, half C's
( ) 5. Mostly C's

14. List honors in undergraduate school (e.g., dean's list, honorary societies)

_____

Did you have a scholarship in undergraduate school?

( ) 1. yes (If yes) name of scholarship _____
( ) 2. no

15. What have been your grades in graduate library school?

( ) 1. Mostly A
( ) 2. Half A, half B
( ) 3. Mostly B
( ) 4. Half B, half C
( ) 5. Mostly C
( ) 6. Other (what?)_____

16. What is the main source of your financial support while in library school?

( ) 1. Title IIB grant
( ) 2. Scholarship from your library school
( ) 3. Other scholarship (Source: _____)
( ) 4. Parents
( ) 5. Spouse
( ) 6. Part-time or full-time work

17. Did you apply to any graduate schools other than library schools?

( ) 1. yes (If yes) were you accepted?_____
( ) 2. no

18. Do you intend to work toward any additional degree in the future?

( ) 1. yes (If yes) what degree?_____What field?_____
( ) 2. no

19. Do you intend to take additional courses in a university or college after graduate from library school?

( ) 1. yes
( ) 2. no

20. Would you describe yourself politically as.

( ) 1. Definitely conservative
( ) 2. Inclined toward conservative politics
( ) 3. Generally "middle of the road"
( ) 4. Inclined toward liberal politics
( ) 5. Desiring very marked social and political changes
( ) 6. Other

21. How often do you go to church?

( ) 1. More than twice a month
( ) 2. About once a month
( ) 3. Several times a year
( ) 4. Rarely
( ) 5. Never

22. OPTIONAL QUESTION: Answer only if you wish.

What is your religious preference or membership?

( ) 1. Protestant
( ) 2. Catholic (If so) are you a member of a religious order? ( )yes ( )no
( ) 3. Jewish
( ) 4. Other

LIBRARY MANPOWER STUDY:

Education, Careers and Professionalization

1969

Faculty Questionnaire

A. 1. Have you held teaching positions in other library schools? ( ) 1. yes ( ) 2. no

If yes, in how many library schools have you taught? _____

How many years have you been teaching in library school? _____ full-time

_____ part-time

2. In what school are you currently teaching?_____

How long have you taught at this school? _____

3. What do you regard as your subject specialties in the school? _____

_____

Circle your favorite one.

4. Do you now or have you previously worked in a library? ( ) 1. yes ( ) 2. no

If yes, how many years of full-time experience in a library do you have?_____

Highest position and type of work in library _____

_____

Type of library for this position: ( ) 1. public ( ) 2. school ( ) 3. academic

( ) 4. special ( ) 5. other specify:_____

5. Have you worked in any field(s) other than librarianship? ( ) 1. yes ( ) 2. no

If yes, what field?_____

Type of work and the highest position (per field)_____

_____

How many years did you work in this field?_____

Why did you leave this field?_____

_____

_____

6. There is much discussion concerning what has been termed "the manpower shortage" in the library field generally. Which one of the following alternatives is closest to your view?

( ) 1. The shortage is of both quality and quantity.
( ) 2. The shortage is one of quality.
( ) 3. The shortage is one of quantity.
( ) 4. There is no real shortage at all, merely poor utilization of personnel.
( ) 5. A very different type of librarian is needed. Please explain:

_____

_____

_____

7. What importance do you attach to the following criteria which are frequently used for screening applicants to the M.L.S. program?

	Very important	Fairly important	Relatively unimportant	Not at all important
a. a degree in liberal arts	( )	( )	( )	( )
b. verbal GRE	( )	( )	( )	( )
c. quantitative GRE	( )	( )	( )	( )
d. quality of undergraduate school attended	( )	( )	( )	( )
e. personal interview(s)	( )	( )	( )	( )
f. motivation	( )	( )	( )	( )
g. librarianship as <u>first</u> career choice	( )	( )	( )	( )
h. absence of unfavorable disciplinary record	( )	( )	( )	( )
i. humanities major	( )	( )	( )	( )
j. strong service orientation	( )	( )	( )	( )
k. male	( )	( )	( )	( )
l. career orientation (as opposed to "job")	( )	( )	( )	( )
m. age	( )	( )	( )	( )
n. science, math major	( )	( )	( )	( )
o. social science major	( )	( )	( )	( )
p. member of minority group	( )	( )	( )	( )

Many of the above apply to the average applicant. Are you of the opinion that a more flexible set of criteria is generally desirable? ( ) 1. yes ( ) 2. no

Should different criteria be used for special groups (such as the disadvantaged)?
( ) 1. yes ( ) 2. no

Please comment on these:_____

_____

8. We'd like to ask you how you think the GENERAL PUBLIC ranks the importance of certain occupations. We are arbitrarily giving the <u>high school teacher</u> a ranking of 100. If you think that the GENERAL PUBLIC rates some other occupation twice as important, rate it at 200; half as important = 50; 1½ times as important = 150; and so on. If you think that the GENERAL PUBLIC would feel that two or more occupations are equally important, give them the same number.

social worker	_____	high school teacher	100
librarian	_____	computer programmer	_____
physician	_____	university professor	_____
nurse	_____	information scientist	_____
musician	_____	elementary school teacher	_____

9. Below are listed some of the personal qualities which have been suggested as desirable for someone to become a good librarian.
Please indicate your own opinion of the importance of <u>each</u> of these qualities by checking the appropriate column.

	Essential	Highly desirable	Some importance	Little or no importance
a. organizing ability	( )	( )	( )	( )
b. originality	( )	( )	( )	( )
c. leadership ability	( )	( )	( )	( )
d. intelligence	( )	( )	( )	( )
e. knowledge of references sources	( )	( )	( )	( )
f. good team worker	( )	( )	( )	( )
g. attention to detail	( )	( )	( )	( )
h. high grades in library school	( )	( )	( )	( )
i. good appearance	( )	( )	( )	( )
j. respectful	( )	( )	( )	( )
k. retentive memory	( )	( )	( )	( )
l. dedication to librarianship	( )	( )	( )	( )
m. follows instruction easily	( )	( )	( )	( )
n. knowledge of current affairs	( )	( )	( )	( )
o. willing to take risks	( )	( )	( )	( )
p. problem solving ability	( )	( )	( )	( )
q. knowledge of cataloging procedures	( )	( )	( )	( )
r. understanding of information science	( )	( )	( )	( )
s. strong assertive character	( )	( )	( )	( )
t. pleasing personality	( )	( )	( )	( )
u. knowledge of current literature	( )	( )	( )	( )
v. administrative ability	( )	( )	( )	( )
w. skills in mathematics or logical thinking	( )	( )	( )	( )
x. concern for the client's need	( )	( )	( )	( )

10. In your opinion, who has made significant contributions to the field of librarianship during the periods indicated below:

<u>Name and reason for choice</u>:

1850-1900_____

1900-1945_____

1945-1966_____

1966-present_____

11. There are different ideas as to how well the library field in general is keeping up with developments elsewhere in the society. Check the <u>one</u> statement that in your opinion best applies.

( ) 1. The field has done a good job of keeping up-to-date.

( ) 2. The field has kept up reasonably well but is behind in certain important respects.

( ) 3. The field must undergo significant changes if it is to meet the new demands being placed on it.

12. A great deal of discussion has occurred with regard to needed changes in the field of library and information science. What <u>essential</u> changes do you think need to be introduced into the field in the next 3-5 years or so?

What things do you think might inhibit these changes taking place?

Which of these, if any, do you regard as especially serious?

13. The current standards and procedures of A.L.A. accreditation are satisfactory.
( ) 1. strongly agree ( ) 2. agree ( ) 3. disagree ( ) 4. strongly disagree

If you do not agree, what alternatives should be considered and why?

14. Please check the extent to which you agree or disagree with the following statements about library issues and the society in general.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Librarians are far too timid and passive.	( )	( )	( )	( )	( )
b. Leadership in the library profession is generally conservative.	( )	( )	( )	( )	( )
c. There really isn't much that one person can do to change the world.	( )	( )	( )	( )	( )
d. In general, if you don't watch yourself, people will take advantage of you.	( )	( )	( )	( )	( )
e. In general, most people can be trusted.	( )	( )	( )	( )	( )
f. The government which governs least, governs best.	( )	( )	( )	( )	( )
g. The library profession needs to attract more men if it is really going to move ahead.	( )	( )	( )	( )	( )
h. Faculty should take a more active role in AALS.	( )	( )	( )	( )	( )

15. If the following suggestions were implemented, do you think the library field would be improved? Please answer for each one.

	Probably would	Might be	Expect no effect	Probably detrimental
a. accreditation of a greater number of library schools	( )	( )	( )	( )
b. greater emphasis on development of junior college and undergraduate programs to train people to do the routine parts of the librarian's tasks	( )	( )	( )	( )
c. development of a program of voluntary certification for all professional positions	( )	( )	( )	( )
d. increase in enrollments of accredited schools	( )	( )	( )	( )
e. consolidation (of one sort or another) of libraries into systems serving 100,000 or more, or with expenditures of $500,000 or more annually.	( )	( )	( )	( )

16. There has been a history of less than successful advocacies of change in the library and library education field--perhaps implying that the field "doesn't keep up with the times". What truth do you believe there is to such an assertion?

What factors do you believe are responsible for this state of affairs? (Do the reasons change from one period to another?)

17. How well do you think the need for continuing education is being met currently?

( ) 1. very well
( ) 2. fairly well
( ) 3. so-so
( ) 4. fairly poorly
( ) 5. very poorly

(If well), what do you think are the most effective methods or forms of continuing education?

(If poorly or so-so), what aspects need the most improvement? How might improvements be implemented?

18. How well do you feel the library or library-related associations you belong to achieve the following? Please write the name of the association you are referring to at the top of the appropriate column and use these code numbers to record your response in each space.

1- should be more active
2- is about right
3- should be less active
4- don't know

	National	State or Regional	Other
a. continuing education	( )	( )	( )
b. representation of libraries in government circles	( )	( )	( )
c. recruitment	( )	( )	( )
d. placement	( )	( )	( )
e. improvement of librarian's public image	( )	( )	( )
f. concern with professional standards	( )	( )	( )
g. supply advice and information to:			
1. library administrators	( )	( )	( )
2. middle level librarians	( )	( )	( )
3. new professionals	( )	( )	( )

19. What three things or activities in your life do you expect to give you the most satisfaction? Please write (1) in the space preceding the single one which is most important, (2) for the second most important and (3) for the third most important.

Please rank only three:

( ) your career or occupation
( ) family relationships
( ) leisure time recreational activities
( ) religious beliefs
( ) participation as a citizen in the affairs of your community
( ) participation in activities directed toward national or international betterment.

20. Please indicate your answers to each of the following questions by checking the appropriate column.

	Definitely yes	Usually yes	Sometimes	Usually no	Definitely no
a. Are you the sort of person who enjoys helping students?	( )	( )	( )	( )	( )
b. I have on occasion had doubts about my ability to succeed in life.	( )	( )	( )	( )	( )
c. Are you the sort of person who enjoys a good argument?	( )	( )	( )	( )	( )
d. Do you like to have things planned well in advance?	( )	( )	( )	( )	( )
e. Are you the sort of person who dislikes routine?	( )	( )	( )	( )	( )
f. Are you willing to take risks if there is little promise of good results?	( )	( )	( )	( )	( )
g. Do you like to be considered unconventional?	( )	( )	( )	( )	( )
h. Are you interested in using scientific thinking and scientific skills?	( )	( )	( )	( )	( )
i. Are you always looking for new ways to do things?	( )	( )	( )	( )	( )
j. Would you like to avoid situations where you would be under pressure?	( )	( )	( )	( )	( )

21. What three people in the library and information science field have had the most influence on <u>your</u> ideas about librarianship?

1. _____

2. _____

3. _____

B. 1. How would you compare your present library school with most programs at the graduate school level with regard to the demand it places on students, both as regards the intellectual challenges it offers and the amount of work required?

	Intellectually	Work load
Library school is:		
1. more demanding than most programs	( )	( )
2. about the same as others	( )	( )
3. less demanding than most	( )	( )

2. To what extent do you regard developments occurring in the field of librarianship as being ahead of the prevailing research?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Innovations in the field are solving problems which research has not (or cannot).	( )	( )	( )	( )	( )
b. Developments in the field create needs for research which are not being met.	( )	( )	( )	( )	( )

3. To what extent do you believe that the average Master's graduate of your school (and/or in your specialty) with a minimum of experience in the field, is superior to the average practicing librarian in terms of skills, abilities, generalized orientations to problems and practices, etc.?

	Superior	Above average	About equal	Below average
a. average graduate of the school	( )	( )	( )	( )
b. average graduate of your specialty	( )	( )	( )	( )

4. In what ways do you feel changes will need to be made in the teaching of your subject specialty (or specialties) in the next 5 years?

5. How important do you regard the conduct of further research for the continuing development of library and information science?

( ) 1. essential ( ) 2. very important ( ) 3. somewhat important
( ) 4. not very important ( ) 5. not at all important

6. What three factors do you believe contribute most to making a <u>good</u> school of library and information science?

1._____

2._____

3._____

7. Overall, which three A.L.A. accredited library schools do you regard as best?

1._____

2._____

3._____

8. How do you believe your library school compares with other accredited library schools?

( ) 1. is in the top 10%
( ) 2. is in the top 25%
( ) 3. is in the top 50%
( ) 4. is in the top 75%

9. What do you see as the 1 or 2 most pressing problems of library schools generally?

What solutions do you see for these?

10. Are there schools outside the accredited group (for instance, information science programs, unaccredited schools) that you regard as outstanding?

School: Reason:

_____

_____

_____

_____

11. What do you regard as the paramount needs of <u>your</u> school over the next 3-5 years?
Check all that apply--rank 1st and 2nd

( ) 1. more faculty
( ) 2. better faculty
( ) 3. more selected student body
( ) 4. basic overhaul of curriculum
( ) 5. increased quality of instruction
( ) 6. focus curriculum on a single orientation
( ) 7. acquire a doctoral program or increase doctoral enrollments
( ) 8. develop joint programs, e.g., with computer sciences
( ) 9. other; please specify: _____

Any comments/specifications re the above: _____

_____

_____

12. What curricular revisions, if any, do you feel are essential for the library field within the next 3-5 years?

_____

_____

_____

How certain are you that these will occur?

( ) 1. certain that they will
( ) 2. likely that they will
( ) 3. 50-50
( ) 4. unlikely that they will
( ) 5. certain that they will not

If your answer was 3, 4, or 5, please explain: _____

_____

13. For the 1 year M.L.S. (or M.S.I.S.), should the curriculum

( ) 1. be essentially the same for all students
( ) 2. allow for a few electives
( ) 3. allow for a great deal of specialization, according to different student's interests
( ) 4. other; please explain: _____

_____

14. It has been suggested that library schools may have to undergo significant changes in the future. In attempting to effect a change in a library school situation, which of the following do you believe to be advisable?

Put a V beside any statements you feel are very advisable; put an N beside those you feel are not appropriate.

1. _____ recognition that significant change is not made overnight
2. _____ adopt a forceful, aggressive approach to effecting change
3. _____ seize on opportunities as they arise; "strike while the iron is hot
4. _____ willingness to see the library school's needs for support in relation to other needs of the university
5. _____ readiness to seek a position in another school if recommendations are not followed in a reasonable time
6. _____ finesse in getting changes accepted by administrations
7. _____ willingness to take temporary defeat without giving up ultimate objectives
8. _____ maintaining sound relationships with influential campus groups by keeping them satisfied
9. _____ conducting a careful and methodical program of introducing new developments using caution and restraint
10. _____ choosing dramatic innovations as the way to enhance the climate for change acceptance

15. Should Master's candidates take some courses outside the library school? (e.g., administration, sociology, communications, media, introduction to computers, etc.)

( ) 1. yes
( ) 2. no

Please explain:_____

_____

16. Do you expect a definite trend to develop in the next decade toward programs of information science separate from library science programs?

	Definitely yes	Probably yes	Perhaps	Probably no	Definitely no
a. in the same universities	( )	( )	( )	( )	( )
b. in different universities	( )	( )	( )	( )	( )

How do you feel about the trend(s) you predict?

Strongly favor	Favor	Neutral	Disfavor	Strongly disfavor
( )	( )	( )	( )	( )

17. Please check the column which best expresses your opinion with regard to the following:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
a. Much of what passes for scholarship in librarianship is superficial and trivial.	( )	( )	( )	( )	( )
b. Librarians in general seem to be unsophisticated about the nature of scientific investigation.	( )	( )	( )	( )	( )
c. Library school graduates have too little knowledge of books and literature generally.	( )	( )	( )	( )	( )
d. Library schools stress academic librarianship too much and slight school and public librarianship.	( )	( )	( )	( )	( )
e. The preoccupation with professionalism in the library field is largely a waste of time.	( )	( )	( )	( )	( )
f. Librarians do not need to have more than rudimentary knowledge about computers; they can always hire an expert to consult about library automation.	( )	( )	( )	( )	( )
g. This school should deliberately provide the students with a voice in almost all policy questions.	( )	( )	( )	( )	( )
h. The M.L.S. should be a 2 year degree, including opportunity for (more) specialization and depth.	( )	( )	( )	( )	( )
i. The M.L.S. should include a major research project.	( )	( )	( )	( )	( )
j. Computers are considered such an important innovation by many librarians that they often do not investigate the cost of automation or its possible effect on service to the user.	( )	( )	( )	( )	( )

17. Please check the column which best expresses your opinion with regard to the following: (cont'd)

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
k. Students are not knowledgeable or mature enough to make meaningful judgments about the quality of their teachers.	( )	( )	( )	( )	( )
l. Doctoral programs should stress techniques rather than broad understanding and cultivation.	( )	( )	( )	( )	( )
m. Faculty should take a leave to work in the field periodically.	( )	( )	( )	( )	( )
n. Most of the research done in library schools is not understood or appreciated by librarians in the field.	( )	( )	( )	( )	( )
o. Currently, doctoral programs emphasize subject knowledge at the expense of teaching ability.	( )	( )	( )	( )	( )
p. Library students' discontent reflects serious problems in the library school.	( )	( )	( )	( )	( )
q. Library schools should institute rotating directorships rather than having a permanent director.	( )	( )	( )	( )	( )
r. The quality of current doctoral programs is not sufficient.	( )	( )	( )	( )	( )

18. How do you assess the amount of research currently being carried out in:

	Definitely sufficient	Passingly sufficient	Barely sufficient	Not sufficient	Definitely insufficient
a. Your specialty (or library-related specialty)	( )	( )	( )	( )	( )
b. Library, generally	( )	( )	( )	( )	( )
c. Information science, generally	( )	( )	( )	( )	( )

19. What is your assessment of the overall quality of research in the following areas.....(with respect to the needs for research findings in library education.)

	Superior	Definitely adequate to the needs	Acceptably adequate	Marginally adequate	Inadequat
a. Your specialty (or library-related specialty)	( )	( )	( )	( )	( )
b. Library, generally	( )	( )	( )	( )	( )
c. Information science, generally	( )	( )	( )	( )	( )

Please comment on your ratings, e.g., the sources of strength, the nature and causes of deficiencies, and what might, or can be done to maintain or strengthen research.

20. How satisfied are you with the quality and backgrounds of students currently enrolling in your school's Master's program?

Very satisfied	Fairly satisfied	Neutral	Fairly dissatisfied	Very dissatisfied
( )	( )	( )	( )	( )

If you are dissatisfied, what is your major concern?

21. How many courses did/will you teach?

	Master's level # courses	Master's level # sections	Master's and Ph.D. # courses	Ph.D. only # courses
Spring, 1969	( )	( )	( )	( )
Summer, 1969	( )	( )	( )	( )
Fall, 1969	( )	( )	( )	( )

22. Which of the following aspects of your school's curriculum do you believe should be changed (i.e., need more or less emphasis) and which are satisfactory as they are at present?

	Needs more emphasis	About right	Needs less emphasis
a. history of books and printing	( )	( )	( )
b. history of libraries	( )	( )	( )
c. theoretical basis of librarianship	( )	( )	( )
d. the library in society	( )	( )	( )
e. children's literature	( )	( )	( )
f. book selection	( )	( )	( )
g. classification	( )	( )	( )
h. cataloguing	( )	( )	( )
i. reference - bibliography	( )	( )	( )
j. abstracting and indexing	( )	( )	( )
k. computer applications in libraries	( )	( )	( )
l. specialty literature (e.g., chemical, social science, etc.)	( )	( )	( )
m. linguistics	( )	( )	( )
n. non-book, multi-media approaches to communication	( )	( )	( )
o. intellectual history	( )	( )	( )
p. behavioral science aspects of communication	( )	( )	( )
q. sensitivity training	( )	( )	( )
r. administrative theory	( )	( )	( )
s. human relations, re library management	( )	( )	( )
t. library management (current problems)	( )	( )	( )
u. library systems	( )	( )	( )
v. systems analysis	( )	( )	( )
w. research methods	( )	( )	( )
x. statistics, mathematics	( )	( )	( )
y. skills in computer use	( )	( )	( )
z. comparative systems of bibliographic control	( )	( )	( )
aa. experimental libraries (i.e., used as laboratories)	( )	( )	( )
bb. information services to agencies, organizations, and firms	( )	( )	( )
cc. service to disadvantaged groups	( )	( )	( )
dd. user services	( )	( )	( )
ee. training for special libraries	( )	( )	( )
ff. papers and reports	( )	( )	( )
gg. field trips	( )	( )	( )
hh. class discussion	( )	( )	( )
ii. textbooks	( )	( )	( )

23. Do you think the library school should be concerned with:

(Check appropriate blank and then go back and rank the three most important.....1, 2, and 3.)

	Should be greatly concerned	Should be concerned	A minor concern	Could be forgotten
a. turning out leaders for the library profession	( )	( )	( )	( )
b. presenting all points of view to student	( )	( )	( )	( )
c. instilling the student with social concern	( )	( )	( )	( )
d. turning out enough librarians to staff all vacancies in the field	( )	( )	( )	( )
e. instilling students with an analytic problem-solving attitude	( )	( )	( )	( )
f. providing students with guidelines for use as frames of reference in looking at issues	( )	( )	( )	( )
g. meeting the challenge of information science	( )	( )	( )	( )
h. teaching students to be administrators	( )	( )	( )	( )
i. the place of the library in society through time	( )	( )	( )	( )
j. relating librarianship to other disciplines	( )	( )	( )	( )
k. teaching students how to evaluate current and new practices	( )	( )	( )	( )
l. the role of the library in the future	( )	( )	( )	( )
m. other, specify:_____ _____	( )	( )	( )	( )

24. What are <u>the major</u> orientations which you try to impart to your students?

25. Please check for each statement the answer that in your opinion best describes your library school as a whole.

	Definitely yes	Usually yes	Sometimes	Usually no	Definitely no
a. A few of the faculty are not deeply interested in their subject specialties.	( )	( )	( )	( )	( )
b. Class discussions are typically vigorous and intense.	( )	( )	( )	( )	( )
c. Education for leadership is strongly emphasized.	( )	( )	( )	( )	( )
d. This school should have more courses which involve field trips to slum areas, welfare agencies, or similar contacts with underprivileged people.	( )	( )	( )	( )	( )
e. Good up-to-date reading materials are a rarity.	( )	( )	( )	( )	( )
f. Students have a lot of contact with each other outside of classes.	( )	( )	( )	( )	( )
g. Students here are encouraged to be independent and individualistic.	( )	( )	( )	( )	( )
h. The faculty are too "ivory towerish" in relation to the true needs of the library field.	( )	( )	( )	( )	( )
i. The faculty gives the students enough attention.	( )	( )	( )	( )	( )
j. Students set high standards of achievement for themselves.	( )	( )	( )	( )	( )
k. Too many students complete their assignments without digesting their meaning.	( )	( )	( )	( )	( )
l. The faculty makes students use their abilities as completely and effectively as possible.	( )	( )	( )	( )	( )
m. Advising students is effectively and successfully achieved.	( )	( )	( )	( )	( )
n. Part time faculty are a definite asset.	( )	( )	( )	( )	( )
o. It would be better to have very few (or no) part time students (other than summer).	( )	( )	( )	( )	( )

26. If you were to accept a position in another library program and were asked to recommend someone to succeed you, what sort of person would you want to see take your place?

Please check the column which best indicates how you feel about <u>each</u> of the following:

	Definitely yes	Preferably yes	Wouldn't matter	Probably no	Definitely no
a. graduate of an accredited library school	( )	( )	( )	( )	( )
b. Master's degree in a subject field	( )	( )	( )	( )	( )
c. Ph.D. in any field	( )	( )	( )	( )	( )
d. Ph.D. or D.L.S. in library school	( )	( )	( )	( )	( )
e. Trained at a library school other than school where you are currently teaching	( )	( )	( )	( )	( )
f. specially knowledgeable about statistics	( )	( )	( )	( )	( )
g. highly intelligent	( )	( )	( )	( )	( )
h. specially knowledgeable about information science	( )	( )	( )	( )	( )
i. teaching ability	( )	( )	( )	( )	( )
j. experience in a library	( )	( )	( )	( )	( )
k. previous teaching experience	( )	( )	( )	( )	( )
l. previous experience in library education	( )	( )	( )	( )	( )
m. long tenure on last job	( )	( )	( )	( )	( )
n. research ability	( )	( )	( )	( )	( )
o. substantial publication record	( )	( )	( )	( )	( )
p. interest in working with faculty in other university departments	( )	( )	( )	( )	( )
q. member of professional groups	( )	( )	( )	( )	( )
r. active in community affairs	( )	( )	( )	( )	( )
s. church member	( )	( )	( )	( )	( )
t. member of minority group	( )	( )	( )	( )	( )
u. male	( )	( )	( )	( )	( )
v. female	( )	( )	( )	( )	( )
w. married	( )	( )	( )	( )	( )
x. under 30	( )	( )	( )	( )	( )
y. 30-45 years of age	( )	( )	( )	( )	( )
z. 45-60 years of age	( )	( )	( )	( )	( )
aa. 60 or over	( )	( )	( )	( )	( )
bb. Other, specify:_____ _____	( )	( )	( )	( )	( )

27. If you were relieved of some of your current work load, what priority would you give the following in assigning the time available? (1-first priority, 2- second priority, etc.)

( ) 1. preparation for courses
( ) 2. contact with students
( ) 3. pursuit of outside interests
( ) 4. research
( ) 5. administrative functions

28. What emphasis do you believe schools place on the following factors in hiring new faculty? Circle the three that you feel should be emphasized most.

	Major emphasis	Considerable emphasis	Some emphasis	Little emphasis	No emphasis
a. possession of a doctoral degree in library science	( )	( )	( )	( )	( )
b. work experience in the library field	( )	( )	( )	( )	( )
c. research ability	( )	( )	( )	( )	( )
d. personality	( )	( )	( )	( )	( )
e. ability to relate effectively to students	( )	( )	( )	( )	( )
f. quality of publications	( )	( )	( )	( )	( )
g. quantity of publications	( )	( )	( )	( )	( )
h. expertise in a particular subject area	( )	( )	( )	( )	( )
i. administrative ability	( )	( )	( )	( )	( )
j. other, specify:_____	( )	( )	( )	( )	( )

29. With regard to your subject specialty, please indicate the extent to which you use the following: (If it applies, please check the column indicating availability for each item.)

	alot	some	little	none	Too few or no good materials available
a. one general textbook	( )	( )	( )	( )	( )
b. a number of texts or paperbacks	( )	( )	( )	( )	( )
c. articles in journals	( )	( )	( )	( )	( )
d. collections of readings	( )	( )	( )	( )	( )
e. primary sources	( )	( )	( )	( )	( )
f. films	( )	( )	( )	( )	( )
g. television	( )	( )	( )	( )	( )
h. other, specify:_____	( )	( )	( )	( )	( )

30. What importance do you assign to the following in determining student grades? Please rank (1,2,3) those three that you believe the most emphasis should be placed on.

	Most important	Great importance	Some importance	Borderline importance	No importance
a. class participation	( )	( )	( )	( )	( )
b. quality of assignments (i.e., papers)	( )	( )	( )	( )	( )
c. completion of homework assignments	( )	( )	( )	( )	( )
d. scores on objective tests	( )	( )	( )	( )	( )
e. class attendance	( )	( )	( )	( )	( )
f. grades on essay tests	( )	( )	( )	( )	( )
g. promptness in handing in assignments	( )	( )	( )	( )	( )
h. good spelling and English usage	( )	( )	( )	( )	( )
i. self-improvement during the course	( )	( )	( )	( )	( )
j. contribution of new ideas	( )	( )	( )	( )	( )

C. 1. At what age did you:

a. first become seriously interested in the field of librarianship?_____
b. first work in a library?_____
c. decide you wanted to teach in a library school?_____
d. first teach in a library school?_____

2. What kind of work would you prefer five years from now?

a. remain in a library school and

( ) 1. teach only
( ) 2. combine teaching and administration
( ) 3. administration only
( ) 4. research only

b. ( ) combine teaching and practice

c. ( ) teach in another field (what?_____)

d. move from teaching to
( ) 1. library practice
( ) 2. information science work (what?_____)

e. other, specify_____

_____

3. What factors entered into your becoming a library school faculty member?

Please check those columns that apply and circle the single most important factor.

( ) 1. Offer from the school where I took my library degree(s).
( ) 2. Practice didn't seem to allow opportunities to come to grips with pervasive problems.
( ) 3. Always wanted to teach.
( ) 4. Teaching new people seemed an effective way to upgrade the field.
( ) 5. Teaching offered a chance to try out some ideas.
( ) 6. Offer from school included teaching my subject specialty.
( ) 7. Saw need for better teaching.
( ) 8. Like the independence of faculty position.
( ) 9. Opportunity to combine experience from practice with pedigogical interests
( ) 10. Influenced by one (or a few) library school faculty members I knew.
( ) 11. Saw a natural relationship between my specialty and library and information sciences.

4. At the time you first became a full time faculty member had you already worked full time in a library? ( ) 1. yes ( ) 2. no ( ) 3. does not apply

(If yes) how many years? (full time)_____

Have you worked full time in a library since you first became a full time faculty member? ( ) 1. yes ( ) 2. no ( ) 3. does not apply

(If yes) what were your reasons for leaving full time faculty work?

5. What type of position do you hope to reach ultimately? (If there is more than one type of position you aspire to, please list them and indicate your preference.)

_____

_____

_____

6. Do you currently hold any assignments other than library school faculty member?

( ) 1. yes ( ) 2. no

( ) 1. Have administrative duties in library school?
What duties?_____

( ) 2. Library work outside library school?
Type of work and institution_____

_____

( ) 3. Other (specify)_____

( ) 4. Director of research project(s)

( ) 5. Faculty committee work in university
What?_____

7. How important would the opportunities for the following be as requirements for a job or profession you would consider ideal?

(If you check more than one in the very important column, please circle the one most important.)

	Very important	Somewhat important	Not at all important
a. complex, non-routine job	( )	( )	( )
b. academic atmosphere	( )	( )	( )
c. stable, secure future	( )	( )	( )
d. financial rewards	( )	( )	( )
e. use administrative ability	( )	( )	( )
f. social status and prestige	( )	( )	( )
g. tackle challenging problems	( )	( )	( )
h. use particular knowledge and skills	( )	( )	( )
i. combine a career and family life	( )	( )	( )
j. be own boss	( )	( )	( )
k. do something creative	( )	( )	( )
l. work in field that is constantly changing	( )	( )	( )
m. advancement	( )	( )	( )
n. opportunity to really be self	( )	( )	( )

8. Are you currently

( ) 1. professor
( ) 2. associate professor
( ) 3. assistant professor
( ) 4. lecturer
( ) 5. visiting professor
( ) 6. adjunct appointment
( ) 7. other, specify:_____

9. Approximately how many students do you advise officially each term? (i.e., school assigned, Ph.D. committee) _____

Advise unofficially each term? _____

10. For each of the following, please check the column which best describes your present feelings with regard to your future career in the field of library education.

	Very	Fairly	Don't know	Not very	Not at all
a. How apt would you be to stay in the field even if there was little opportunity for advancement?	( )	( )	( )	( )	( )
b. How often do you think you might like some other work better than library education?	( )	( )	( )	( )	( )
c. Compared to other possible fields of work, how satisfying is work in library education?	( )	( )	( )	( )	( )
d. How sure do you feel that you will stay in the library education field?	( )	( )	( )	( )	( )

11. Please list professional organizations you are a member of:

a. Associations in the library and information science field:

	# conventions attended in past 5 years	Office holder or committee member	Presented papers or addresses
ALA	_____	( )	( )
SLA	_____	( )	( )
ASIS	_____	( )	( )
AALS	_____	( )	( )
Others: _____	_____	( )	( )
_____	_____	( )	( )
_____	_____	( )	( )
_____	_____	( )	( )

b. Associations in other fields (e.g., AAUP, AAAS, MLA)

	# conventions attended in past 5 years	Office holder or committee member	Presented papers or addresses
_____	_____	( )	( )
_____	_____	( )	( )
_____	_____	( )	( )
_____	_____	( )	( )
_____	_____	( )	( )

12. Please list the number of items you have had published in each category:

	Professional outlet in library field	Professional in non-library field
a. books and monographs	_____	_____
b. articles	_____	_____
c. technical reports	_____	_____
d. book reviews	_____	_____
e. other, specify:		
_____	_____	_____

Do you edit any journals? ( ) 1. yes ( ) 2. no

D. 1. Describe your higher educational experience:

	College or University	Major	Degree	Year
Undergraduate	_____	_____	_____	____
	_____	_____	_____	____
	_____	_____	_____	____
Graduate Library School	_____	_____	_____	____
	_____	_____	_____	____
Graduate (other than Library School)	_____	_____	_____	____
	_____	_____	_____	____

2. Title or subject of dissertation: (if you have completed the doctorate)

_____

3. Are you presently working toward an advanced degree? ( ) 1. yes ( ) 2. no

If yes, what degree?_____

what field?_____

topic of thesis:_____

_____

what school?_____

4. If working on doctorate, what year did you complete your residence requirements?

( ) 1. haven't yet _____year

5. Do you plan to work toward any additional degree(s) in the future?

( ) 1. yes ( ) 2. no (If yes) what degree?_____

what field?_____

Do you plan to begin this work in the next two years? ( ) 1. yes ( ) 2. no

6. What is your present age (approximately)? _____ years

7. Are you ( ) 1. male ( ) 2. female

8. What is your present marital status?

( ) 1. single
( ) 2. married
( ) 3. widowed, divorced or separated

9. (If married) what is your spouse's occupation?_____

10. In what state or province did you spend your high school years?_____

(Country if not U.S. or Canada)

11. What was the approximate size of the place where you spent most of your high school years?

( ) 1. rural or less than 2,500
( ) 2. 2,500 to 10,000
( ) 3. 10,000 to 25,000
( ) 4. 25,000 to 100,000
( ) 5. 100,000 to 400,000 (or suburb of a city this size)
( ) 6. over 400,000 (or suburb of a city this size)

12. What is the highest level of education your parents attained?

	Father	Mother
1. less than high school	( )	( )
2. some high school	( )	( )
3. high school graduate	( )	( )
4. some college	( )	( )
5. college graduate	( )	( )
6. some post-graduate	( )	( )
7. post-graduate degree	( )	( )
8. non-college training beyond high school	( )	( )
9. other, specify:_____	( )	( )

13. What is (if retired or deceased, what was) your father's occupation?

_____

14. What is (if retired or deceased, what was) your mother's occupation?

_____

15. What contribution do you want to have made to the field by the time of your retirement?

16. Can you identify the one or two most important, exciting or challenging ideas you have had or encountered in the last three years that relate to your work? What sources do these ideas come from?

17. We thank you again for your cooperation and invite you to make comments on any of the matters we have touched on or have overlooked.